

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 4- January 5, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. Collins, Vice Chairman
Lt. Governor Dan Forest
Eric Davis
Reginald Kenan
Wayne McDevitt

Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby
Todd Chasteen

Also present were:

Mark Johnson, State Superintendent
Amanda Bell, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

SBE Chairman Bill Cobey called the Wednesday session of the January 2017 State Board of Education (SBE) meeting to order and declared the Board in official session.

Chairman Cobey explained that today is a special day as we welcome our new State Superintendent, Mr. Mark Johnson; our new State Treasurer, Mr. Dale Folwell; and our new Local Board Advisor, Ms. Amanda Bell. Chairman Cobey noted that we will have the official welcome on Thursday, January 5th.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on Simbli eBoard and had been available for Board member review. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Rebecca Taylor, and seconded by Mr. Eric Davis, the Board voted unanimously to approve the State Board of Education meeting agenda for January 4 and January 5, 2017.

Chairman Cobey then recognized Mr. Eric Davis, Chair of the Student Learning and Achievement Committee (SLA) to begin the Board’s committee meetings.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

The following members were present:

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| Eric Davis, Chair | Amanda Bell, Local Board Member Advisor |
| Olivia Oxendine, Vice Chair | Freddie Williamson, Superintendent Advisor |
| Wayne McDevitt | Melody Chalmers, Principal of the Year Advisor |
| Rebecca Taylor | Bobbie Cavnar, Teacher of the Year Advisor |
| Patricia Willoughby | |
| Todd Chasteen | |

Also present were:

- | | |
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| William Cobey, Chairman | Amy White |
| A.L. “Buddy” Collins, Vice Chairman | Reginald Kenan |
| Mark Johnson, State Superintendent | |
| Dale Folwell, State Treasurer | |

SLA Committee Chair Eric Davis began with SLA 1 and recognized Dr. Tammy Howard to present this item.

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DISCUSSION

SLA 1 – Reappointment or Replacement of Compliance Commission Members

Policy Implications: SBE Policy #TCS-B-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. On December 31, 2016, nine (9) members' terms will expire; five (50 are eligible for and were approved for reappointment at the December SBE meeting. For the Four (4) that must be replaced, the SBE approved two new members at its December meeting. William Peele and Catherine Gentry. At the January meeting, two additional individuals' resumes will be presented and recommended for approval.

Recommendation(s):

It is recommended that the State Board of Education approve the recommendations for two new members to the Compliance Commission for Accountability.

Discussion/Comments:

- Dr. Howard explained that the Compliance Commission meets at the Board's direction.
- She explained that the primary purpose of this committee is to recommend to the SBE whether or not to recognize appeals by schools not to participate in field test administration. This month staff bring two recommended candidates: Ms. Ashley Lanning who is a teacher from Rowan-Salisbury Schools and Dr. Christine Fitch from Wilson County to represent local school boards.
- There was no further discussion.

This item is presented for Action on First Read at the January 2017 State Board of Education meeting. (See Attachment SLA 1)

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DISCUSSION

SLA 2 – Council on Educational Services for Exceptional Children – Membership Vacancies

Policy Implications: General Statute §115C-121.1

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

Recommendations:

The State Board of Education is asked to submit recommendations to fill the vacancies.

Discussion/Comments:

- Mr. Bill Hussey reported that the Exceptional Childrens Division staff are working with Board members to identify three parents as recommended members. He hopes to have candidate names for approval by next month.
- Mr. Davis asked if these vacancies are specific to parents of exceptional children.

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- Mr. Hussey responded yes, these candidates should be parents of identified exceptional children. He also indicated that his division works to maintain 51% of the Councils members to be parents of Exceptional Children.
- Ms. Taylor asked if they need to be from a particular region.
- Mr. Hussey responded that parents are needed from Regions 7, 4 and 2.
- Dr. Oxendine asked if these vacancies occur at the same time each year.
- Mr. Hussey's response was no; members are rotating and some member's terms expire at different time. He noted the difficulty of finding candidates to commit since the all-day meetings occur in Raleigh.

This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Change to Course for Credit Policy

Policy Implications: General Statute §115C-81; SBE Policy #GCS-M-001

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Goal 2: Every student has a personalized education.

Presenter(s): Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

Description:

State Board of Education policy GCS-M-001, Course for Credit, outlines how course credits may be earned in high school.

This Course for Credit policy revision includes minor technical updates clarifying language around UNC minimum course requirements and graduation requirements.

DPI recommends to the SBE to adopt these technical updates to this policy to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

Recommendations:

The State Board of Education is asked to review and discuss the proposed changes to this policy.

Discussion/Comments:

- Ms. Sneha Shah Coltrane reported that this item involves a minor technical update to the policy. She noted also that staff continue to review frequently used policies to insure that language is clear and concise. The proposed changes represent a response to some concerns from LEAs and parents and clarify language around the UNC minimum course requirements as well as graduation requirements.

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This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Change to State Graduation Requirements Policy

Policy Implications: SBE Policy #GCS-N-004

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Presenter(s): Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

Description:

State Board of Education policy GCS-N-004, Graduation Requirements, outlines North Carolina's high school graduation requirements, the Future-Ready Core Course of Study (FRC).

This Graduation Requirements policy revision includes technical updates including name changes of the current NC Math course sequence to align with the Mathematics Standard Course of Study and clarifications to simplify language for stakeholders.

DPI recommends to the SBE to adopt these technical updates to the current graduation requirements to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

Recommendations:

The State Board of Education is asked to review and discuss the proposed changes to the policy.

Discussion/Comments:

- Ms. Sneha Shah Coltrane reported that the GCS-N-004 graduation requirements is one of the most familiar policies by our stakeholders; Amendments to this policy update the new math courses to align with Standard Course of Study for mathematics as well as simplify and clarify policy language.

This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 4)

NEW BUSINESS

- **Every Student Succeeds Act (ESSA) Update**
 - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
 - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio was recognized for the monthly update on ESSA. He noted that the U.S. Department of Education (USED) has released several different sets of final regulations. He reminded the Board that

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with the new administration at the federal level there are conversations taking place that some of these “final regulations” may not, in fact, be final and some may be overturned.

What is the Congressional Review Act? Dr. Fabrizio noted there are no definitive ideas of exactly what will happen regarding the final federal regulations. The SBE has already taken action to submit the state plan by the September 18, 2017, deadline. The 145-page draft plan has been updated and was posted on the DPI website on December 22, 2016. The link is located in the “Highlights” section. The plan has been reformatted to the USED template issued to all states. Dr. Fabrizio reported that we did keep the same notations of placeholders and decision points. The green text is the new text that has been added since the initial plan was posted on September 29, 2016.

Dr. Fabrizio encouraged all Board members to go to the website, click on ESSA and take a few minutes to look through the new draft plan. The updated timeline reflects that between now and June there will be lots of different things going on. Different simulations that Dr. Howard and her staff will be conducted while moving through the process of finalizing the accountability indicators and other aspects of the State plan. The Department will continue to receive feedback from different stakeholders and anticipates making periodic presentations to different committees in the General Assembly. The Department will continue making monthly updates to the SBE and at some point during the next six months, will be submitting a copy of the draft plan to the Governor’s Office for a 30-day review period as required by the law. The Board was reminded of the fact that members of the Governor’s Office have been involved since the beginning of ESSA and now the Department will be involving new members of the Governor’s Office in the next six to nine months as work continues to the final submission in September.

Dr. Oxendine asked Dr. Fabrizio whether he was familiar with any federal policy changes with respect to Indian education. Her concern stemmed from a meeting with the State Advisory Council on Indian Education in November. There were concerns that only federally recognized tribes would be eligible for certain federal dollars. Dr. Fabrizio stated that he would look into it and that he was not aware of any particular change in policy.

Mr. McDevitt inquired about the timeline. He recalled that the original timeline was to submit the State plan in March, but that it was changed to a later month. Dr. Fabrizio stated that last month the Board did pass a motion to submit the State plan by the September 18th deadline.

Mr. McDevitt also stated that the Board spends a lot of time keeping the strategic plan current and making sure that the goals and metrics are appropriate. This is an opportunity to ensure that the Strategic Plan aligns with the ESSA State plan, the Inter-Agency Committee (now named the Whole Child Committee), the budget request, and the Legislative Agenda.

Dr. Fabrizio responded that the Department could generate a document that aligns the State plan to the SBE’s goals in the Strategic Plan. However, the State plan is not going to get into the budgetary requests that is made with the General Assembly. That is considered separate.

Mr. McDevitt then asked when to anticipate direction from the new administration at the federal level.

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Dr. Fabrizio responded that there is a strong possibility the USED and Congress could decide to make changes and give even more authority back to the states, and the states would have more control over how things are decided. However, that decision is still several months away.

Mr. Collins stated since the SBE has until September to finalize and submit the State plan, there is a great opportunity within the next six months to work collaboratively with the General Assembly to achieve mutual goals for improvement of education. He asked that more attention be devoted in the State plan around digital learning. He further stated concerns of superintendents and the need to address their concerns. It is also important to have Superintendent Johnson weigh in on the State plan.

Ms. Willoughby stated that submitting the draft plan to the Governor's Office for the 30-day review provides an excellent opportunity to discuss with his staff the NC Whole Child Model and how to implement and sustain it because it will require coordination and collaboration among many of the Governor's cabinets. Ms. Willoughby asked when the draft plan would be sent to the Governor's Office. Dr. Fabrizio stated that the Department is waiting to hear who the Governor's Education Advisor will be and that the Department will work with that advisor and review the draft plan.

Ms. White asked how the Department will be communicating with the General Assembly members about the State plan. Dr. Fabrizio responded that the Department has been already communicating with different legislative members and has presented to several committees in the General Assembly. The Department will continue to meet with members of the General Assembly periodically to update them on the progress of the State plan development.

Dr. Oxendine referred to the Legislative Agenda provided by Ms. Rachel Beaulieu and inquired if it aligns with our ESSA plan.

SLA Chair Eric Davis asked Ms. Beaulieu if she would make sure that all Board members received the 2017 Legislative Agenda. Dr. Fabrizio then concluded his presentation, and Dr. Howard began her presentation.

Dr. Howard stated that the accountability team is tasked with writing that part of the ESSA plan that addresses the accountability model and addresses all the requirements for the assessments. All stakeholder input is very important to give the team direction on what the plan should actually be. The feedback from the superintendents noted the importance of growth being a significant part of the model. Likewise, district input has affirmed growth is critical to giving a complete reflection of what happens in the schools on a daily basis. She stated that slides 6-10 show data about chronic absenteeism. This is data that at a national level several states are looking at and is considered to be something that gets back to the whole child approach. If students are not in school, they are unable to learn. It is not just an elementary or middle school problem, but also a high school problem. The students who get Level 1's very clearly are lined up with missing more school days than other students. Superintendents and education colleagues across the state have concerns about the capabilities of schools to be able to strongly impact chronic absenteeism. We have been considering different ways to determine chronic absenteeism, and we are trying to identify situations that schools would not receive negative points.

Another issue that Dr. Howard discussed was double testing in the eighth grade for NC Math 1 students. Students in eighth grade taking NC Math 1 also have to take the End-of-Grade Mathematics test. There

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has been feedback over the years against requiring these students to take both assessments, but it has been a federal requirement that all students in a grade level be held accountable to the same content standards. With the regulations in the law with ESSA, there is an opportunity not to have to continue with this practice. The Analysis and Reporting team is currently working on analyses that will give a picture of what would happen if these Math 1 students only took the Math 1 exam. There are two issues: Data Perspective - what happens to the data at the school level when those Math 1 students are no longer taking the End-of-Grade test and their scores are not in the accountability model? The other issue is double testing of students and eliminating that double test from that eighth grade experience. Remember that those eighth grade students that take NC Math 1 would then have to take a higher level math test to meet federal requirements when in high school. These students are currently taking the NC Final Exam for Math 2 and 3, so we could potentially use NC Math 2, but there would have to be changes to that assessment. The other option would be to use the math portion of the ACT assessment that all juniors are required to take. This is only for those students who take the Math 1 in eighth grade. For the other students who take the grade 8 mathematics EOG assessment and then take NC Math 1 in high school, their Math 1 score would be used for high school accountability. One reason we continue to bring this up is because of the implementation of ESSA as we understand it today is 2017-2018. If we were to make this change, we would have to start putting in place changes to the affected assessments so that we could implement it in 2017-2018. It is not something we can wait until September 2017 and then expect to have it in place in 2018.

Ms. Taylor asked what percent of eighth graders are taking Math I? Dr. Howard's response was generally around 27 percent. We do have some seventh graders who take NC Math 1. We actually have NC Math 1 students as low as fifth grade. How we have been approaching this is that the law only addresses eighth grade. So when we get the eighth grade answer, then we request of the USED Education that they also give us the combination for 7th grade as well.

Dr. Howard also discussed the opportunity to do indexing of the achievement levels as an option for reporting the achievement assessment results. This system has to be designed in such a way that points for Level I and Level II would not inflate the results or mask the results.

Mr. Collins asked for clarity regarding Level III. His concern is that the criticism that we had in creating Level III was that we were creating another level that students would be slipping into, making that area bigger. Mr. Collins stated that he will be looking to make sure that we hold ourselves to that standard deviation number which he hopes to be a lot smaller than represented here. Dr. Howard agreed and stated that this was hypothetical data to show how it would work out with the numbers.

Dr. Howard shared that English learners are in the ESSA plan under accountability and previously had not been. We will continue to have conversations with English learners to determine how to measure progress on the English Language assessment.

In closing, Dr. Howard explained that time wise speaking, some of these do have an impact on 2017-2018 and those are the ones that we most clearly need direction moving forward.

Dr. Williamson stated other concerns raised around the plan. Once the plan receives approval, there is a modification process still in place. Dr. Howard answered that once the plan is in place, the State could always go back and request to change something if it needs to.

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English Language Arts and Math Standards Revision Update

❖ Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)

Dr. Maria Pitre-Martin provided several new business presentations on teaching and learning in North Carolina, sharing information on the Standards Review process and the textbook purchasing and adoption process. Asheboro City Schools gave a presentation on digital teacher and learning.

Dr. Pitre-Martin shared with SBE the implementation plan of NC Math 1, 2 & 3 and provided the types of inputs, processes and outcomes involved. Dr. Pitre-Martin presented the step-by-step process of the implementation plan. Ms. Willoughby complimented the presentation, noting especially the collaboration with universities, as well making the distinction between curriculum at the beginning of the presentation. Dr. Oxendine inquired about evaluation the protocol that gets at the relationship between implementation science and standards in NC.

Dr. Freddie Williamson thanked Dr. Pitre-Martin on behalf of LEAs for this great work from practitioners and teachers and for allowing their involvement in this process.

Dr. Perkins highlighted K-8 and fourth level mathematics review, revision and implementation planning update. She noted that the K-8 Data Review Committee received feedback and made recommendations to writing teams; the first draft will go to LEAs for feedback in January. The data will be used to develop the final draft to be presented to the SBE. Dr. Perkins also stated that DPI is currently working on a survey with researchers, IHEs, district leaders and teachers for feedback for the fourth level math courses. Dr. Oxendine suggested that it might be of interest to survey college math professors to find out how well students are doing.

Vice-Chairman Collins stated that he is still concerned that we do not have an alignment that is something that Board members understand in respect to that fourth math, adding that math is designed for some type of college progression. Mr. Collins shared that students take Math 3, yet it does not prepare students for Pre-Calculus. He stated that there is no easy transition to help students to go towards a career. His concern is students are coming from Math 3 who are not college ready. He asked what is their fourth math and how is it going to be productive for their career? He also asked how is that math aligned? Mr. Collins also stated that he would like to hear from the community college as well regarding the fourth math. Mr. Collins stated the fourth math is the crucial bridge for our students to become college and career ready. Dr. Perkins responded that this is a big focus of this revision of how do create a fourth math that is better aligned.

Mr. Collins stated that the SBE is still hearing the same terminology from the past which is a remnant of the old standards that either need redesigned courses or else create a fourth math.

Ms. Chalmers asked for some clarity because her district implemented the Essentials of College Math course and was under the impression that was part of the reason the course was added. She stated that it would be a connection between Math 1, 2 and 3, especially for students who might not want to go into Pre-Calculus. Dr. Pitre-Martin stated this is what we are trying to rectify. She replied that what is presented today was a sample of what the fourth math courses currently look like, not to say that this is where the State is headed.

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Dr. Perkins referred to slide 40 with two links for Board members to explore at their leisure. She provided an interactive K-12 English Language Arts (ELA) Review, Revision and Implementation Planning update. She stated expansive work involving NC educators has taken place to review data and make revisions. Dr. Perkins stated there are plans to bring to the SBE for discussion in March 2017.

Dr. Oxendine referenced slide frame given the # of ELA Standards K-12. She asked about the distribution of these standards is 481 across the 13 grades and are they duplicated standards? Dr. Oxendine also asked how the recommendations from the Academic Standards Review Commission worked into the process? Dr. Joslin responded that there are more standards around foundational skills in elementary. Dr. Oxendine asked about duplicated standards with grades 3-4 similar standards? Dr. Joslin stated that they definitely grow and progress and grow in terms of expectations with each year but are similar skill wise. Dr. Oxendine commented on a concern that many teachers do not have time to teach so many standards. Dr. Oxendine asked is this being addressing? Dr. Joslin stated that a number of standards were dropped or some were combined through recommendations by the DRC, and addressed by the writers. LEA review groups provided feedback on these revisions. Dr. Perkins concluded that they really want to do broad professional development around how to organize standards and teach them not in isolation and integrate them as much as possible.

Textbook Purchase Update

❖ Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)

Dr. Perkins updated the SBE on Instructional Resources: Adoption, Allotment and Expenditure. She stated that the textbook adoption process is driven by the NC Standard Course of Study and that DPI workS with the Textbook Commission that is appointed by the Governor. The Commission evaluates the textbooks and selects subject area experts as reviewers and advisors. Final recommendations are presented to the SBE on which textbooks should be adopted. Dr. Perkins stated that the presentation data includes procurement of textbooks that have been recommended to the Board for adoption and have gone through the process. She discussed what districts are spending from the adopted list with total appropriation (per ADM) to date. See graph referencing allotment versus textbook expenditures.

Chairman Cobey commented that legislature now allows LEAs to purchase on-line content with their textbook money. Mr. Price stated that most of it is being spent on digital materials out of the instructional materials line item. Mr. McDevitt followed up with a question on whether there is data or history that can provide information that there are cost savings associated or not? Dr. Pitre-Martin will share further in the upcoming digital learning presentation.

Dr. Oxendine expressed the importance of knowing the definition of a textbook.

Dr. Pitre-Martin introduced Asheboro City Schools to present on digital resources and how they positively impacted teaching and learning to achieve school-wide goals. The tool called Discovery Ed Science Tech Book has been very successful.

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Superintendent Johnson asked Ms. King to explain the difference between your lesson planning, finding resources, and the amount of time it took you during your first year teaching compared to now where you have this tool at your disposal? Ms. King responded that it took many long afternoons searching for resources that were reliable. She also stated that now it makes it so easy because everything is at your fingertips. Discovery Ed provides model lessons in details and is very easy and are great resources. Mr. Johnson asked Ms. King if this could be a game changer for our state? Ms. King stated it could definitely be a game changer. The students are so engaged.

Mr. McDevitt asked how is this being paid for? The reply was they used their Low Wealth funding to pay for this.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the January 2017 SLA Committee meeting.

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SPECIAL COMMITTEE ON DIGITAL LEARNING
(Lt. Governor Dan Forest, Chair and Ms. Becky Taylor, Vice Chair)

The following members were present:

Lt. Governor Dan Forest, Chair	Eric Davis
Becky Taylor, Vice Chair	Olivia Oxendine
Wayne McDevitt	Amanda Bell, Local Board Member Advisor
Rebecca Taylor	Freddie Williamson, Superintendent Advisor
Patricia Willoughby	Melody Chalmers, Principal of the Year Advisor
Todd Chasteen	Bobbie Cavnar, Teacher of the Year Advisor

Also present were:

William Cobey, Chairman	Amy White
A.L. “Buddy” Collins, Vice Chairman	Reginald Kenan
Mark Johnson, State Superintendent	

SCDL Committee Chair Lt. Governor Dan Forest called the January 2017 Special Committee on Digital Learning meeting to order.

ACTION ON FIRST READING

SCDL 1 – School Connectivity Initiative

Policy Implications: SL 2007-323 (HB 1473), Section 7.28.(d)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services) and Mr. Phil Emer, (Director of Technology Planning and Policy at The Friday Institute)

Description:

Pursuant to Session Law 2007-323 Section 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD).

In this report we provide an update on SCI financial activities for fiscal year 2016 (FY2016) beginning July 1, 2015 through June 30, 2016, and discusses operational activities over the calendar year 2016 (CY2016) beginning January 1, 2016 through December 31, 2016. Additionally, considerations for 2017 are presented at the end of the report.

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The core provision for the SCI is specified as follows:

Section 7.28(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms.

The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location, and schedule of sites being served; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

Recommendations:

It is recommended that the SBE members accept this report for submittal to the General Assembly.

Discussion/Comments:

- Lt. Governor Forest provided a summary on the School Connectivity Initiative 2016 Legislative Report and then recognized Mr. Nicholaides to present this item.
- Mr. Nicholaides stated that this initiative is a means by which the State is able to use tools in the classroom. He recognized Mr. Phil Emer for the presentation.
- The NC model for school connectivity has worked exceedingly well for 10 years; change management has been key.
- He noted thanks to MCNC client network engineering and DPI E-rate support, for the progress that NC is making.
- The SCI is currently a \$125M per year program with \$32M in State funds leveraged against \$93M in Federal funds.
- Peak public school Internet usage is double that of community colleges, UNC system, private and independents has been combined.
- Nearly \$100M has been invested in classroom (Wi-Fi) connectivity in the last two years, and we are on track for June 2018 "completion."

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Mr. Emer described some of the 2016 accomplishments:

- Upgraded Internet access to 46 LEAs and 100 charter schools – adding over 40Gbps of aggregate Internet capacity;
- Connected 16 new charter schools to the NC Research and Education Network (NCREN);
- Provided firewall services to 75 LEAs and 95 Charter Schools;
- Provided web security (Internet filtering) services to 79 LEAs and 92 Charter Schools
- Supported 51 LEAs and 40 charter schools with client network engineering (CNE) support services, through 148 total CNE engagements (91 LEA and 57 charter school);
- Contracted with professional trainers and industry experts to provide an intensive wireless certification, resulting in twenty LEA and charter school technology personnel receiving a highly regarded Certified Wireless Network Administrator (CWNA) certification;
- Managed a wireless infrastructure and services procurement supporting over \$55M in purchases for 72 LEAs and 25 charter schools.
- Issued a request for proposals (RFP) soliciting new pricing for Internet access services.
-
- E-Rate is about discounts – 2016 E-rate CAT2 on DPI contracts.

Mr. Emer reported considerations for 2017:

- Classroom connectivity performance monitoring
- Efficiency in procurement of school fiber connections
- Firewall and web security funding
- Procurement policy, including libraries as beneficiaries and universities as contract owners
- School Connectivity Initiative 2.0

Discussion/Comments:

- Mr. McDevitt asked if the State is making progress in rural access. Lt. Governor Forest said yes, with the support of all new technologies being invented. Lt. Governor Forest noted that he would like to see the State revisit that topic at a deeper level regarding public/private partnership.

This item is presented for Action on First Reading during the January 2017 State Board of Education meeting. (See Attachment SCDL 1)

NEW BUSINESS

- **Digital Learning Update**
 - ❖ **Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**
 - ❖ **Dr. Jeni Corn**

Dr. Pitre-Martin will give a picture of update for NC Digital Learning Initiative along with Dr. Jeni Corn from the Friday Institute. Some major accomplishments since September 2016:

- Served 1620 NC educators in 25 professional development sessions;
- Released the school-level NC Digital Learning Progress Rubric;
- Engaged representatives from 14 State partners and 18 LEAs in on-going, collaborative discussions about digital content assets;

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- Collected and analyzed survey responses about digital content needs from 255 district superintendents, associate superintendents, curriculum directors and technology directors;
- Held special working meeting with NCSSA's Executive Board to gather constructive feedback on beta version of NC Digital Learning Dashboard.
- Dr. Pitre-Martin discussed the Digital Learning plan funds by detailing the implementation process. She also stated how the NCDLI aligned with the SBE Strategic Plan goals, and provided specific details on delivery styles and types of professional development provided across the State of NC. Dr. Pitre-Martin also noted that there is a master calendar with an attendee tracking system on the website. DPI is focused on moving existing content into HomeBase. Dr. Pitre-Martin then shared a timeline on digital content for Open Education Resources Services RFP.

Dr. Jeni Corn, Director of Evaluations Program of NCSU's Friday Institute, presented information on infrastructure maintenance and support for statewide implementation of the digital learning plan.

She also provided state policies that contribute to or inhibit local digital learning innovations, citing several topics for further consideration, including modernizing and aligning the textbook and digital course review processes, leveraging State dollars to provide digital content for every K-12 teacher and student in NC, updating and adopting rubrics to define "high quality digital content, and developing sustainable workflow to ensure content is always aligned to NC curriculum standards.

She also talked about Continuous Improvement Processes and their role in progress on digital initiatives.

She then discussed the Home Base Advisory Board Structure to help make strategic and intentional decision-making for the overall improvement of Home Base, looking at identifying the right timelines and processes to engage these advisors in making decisions to inform leadership at the DPI.

In closing, Dr. Corn described the next steps, would include better defining role of the Department in digital content procurement, curation, creation, delivery; and developing a digital learning policy brief for the long Legislative session, incorporating dashboard snapshots illustrating DL progress and DLP implementation priorities for FY 2017-18.

Discussion/Comments:

- Dr. Oxendine asked about determining what is high quality digital resources and if there is an idea how to approach to the plan? Dr. Pitre-Martin responded that there is set of rubrics that have come from national organizations and are currently being reviewed. Dr. Pitre-Martin noted the need to bring folks together for discussions as a state and including stakeholders in that discussion. Part of modernizing the textbook adoption process is to include that piece in a significant way so that both things are happening at the same time.
- Ms. Willoughby had a follow-up comment about it may be time to look at the Textbook Commission and is defined by statute. Ms. Willoughby stated SBE needs to expand thinking about this process.
- Lt. Governor Forest noted that there is a new level of complexity with these things changing in real time; everyday this content is being updated and changed.

Lt. Governor Forest concluded that he would like to see the SBE moving forward to talk about transparency in all these things, noted that when you are on the cutting edge of something like this

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related to technology, there will be things that work and things that do not work. He also stated the need to look at transparency in funding these things from the money at the State and local level.

ADJOURNMENT

Indicating no other business, SCDL Committee Chair Lt. Governor Forest adjourned the January 2017 SCDL Committee meeting.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

The following members were present:

Todd Chasteen, Vice Chair	Amanda Bell, Local Board Member Advisor
Wayne McDevitt	Freddie Williamson, Superintendent Advisor
Eric Davis	Melody Chalmers, Principal of the Year Advisor
Rebecca Taylor	Bobbie Cavnar, Teacher of the Year
Reginald Kenan	

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Eric Davis

BSOP Committee Vice Chair Todd Chasteen called the January 2017 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Bonuses for Advanced Placement (AP) and International Baccalaureate (IB) Allotments
Policy Implications: Appropriations Bill 2016-94 Section 8.8

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

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Description:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Appropriations Bill 2016-94 Section 8.8 appropriates \$4,300,000 to pay teachers of Advanced Placement (AP) and International Baccalaureate (IB) students bonuses based on the exam results.

The bonus is based on exams taken in the 2015-16 school year, is specified as \$50 per exam at a grade 3 or above on AP or 4 or above on IB, and has a maximum of \$2,000 per teacher per year. To be eligible, the teacher must be teaching advanced courses in the same LEA at least until the bonus is paid in January.

The allotments are calculated at \$50 multiplied by the total number of exams that meet the criteria. LEAs are responsible for determining the eligible teachers. Unused funds shall not be used for any other use and shall revert to the state.

Recommendation:

It is recommended that the State Board of Education approve the allotment.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen introduced Ms. Alexis Schauss and Mr. Philip Price to present this item.
- Ms. Schauss explained that this item is related to bonuses for advanced placement and international baccalaureate exams. It is the calculated allotment for teacher's bonuses related to achievement from last school for both AP and IB. Ms. Schauss noted that legislation states that the bonus will be paid in January.
- There were a total of 62,548 AP exams and 4,261 IB exams
- LEAs will determine the specific teacher and the eligibility for this bonus.
- Mr. Davis shared that we have an opportunity to learn, study and, review behaviors we are actually creating. He asked how can we learn from this process as we go forward and to be able to craft even better compensation policies to get to the desired behaviors and outcomes for which we are striving. He feels that it should be an objective of this Board. Ms. Schauss responded that the legislation does include a study on each one of these and are considered pilots.
- Mr. Collins added that it is important for us to understand for what purpose we are doing any differentiated pay, whether it is bonuses or otherwise. Mr. Collins suggested that as the SBE we need to decide what type of differentiated pay we believe is effective. He added that it might be important to have a study on differentiated pay so that we can speak as one Board when a legislator says, "What about this." It could help our financial people better advise legislators when they come up ideas like this. Mr. Collins asked that our State Superintendent look into that and other things at some point in the future. Further discussion from Ms. Willoughby with concerns about paying third grade teachers as if it did not matter what happened in first and second grade. She stated that we need a holistic look.

This item is presented for Action on First Reading during the January 2017 State Board of Education meeting. (See Attachment BSOP 1)

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ACTION ON FIRST READING

BSOP 2 – Local Education Agency Distribution of Merit Pay Bonus Plans Report

Policy Implications: Session Law 2016-94 Section 36.1A

SBE Strategic Plan:

Goal: N/A

Objection: N/A

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss, (Director, School Business Division)

Description:

The General Assembly appropriated funds for the 2016-17 fiscal year to local education agencies to provide bonuses to state funded employees who are not paid from the teacher salary schedule.

Pursuant to Session Law 2016-94 Section 36.1A, each local education agency is required to submit details of how the appropriated funds for merit pay were distributed by the district and school. The report on the use of funds is to be provided to the chairs of the Senate Appropriations/Base Budget Committee and the House of Representatives Committee on Appropriations and the Fiscal Research Division on the use by no later than February 1, 2017.

Recommendations:

It is recommended that the State Board of Education approve the report for submission by February 1, 2017.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen introduced Ms. Alexis Schauss and Mr. Philip Price to present this item.
- Ms. Schauss explained that in August the SBE approved the \$17.2M that was appropriated by the General Assembly to provide merit pay bonuses to State-funded non-educators. The appropriation bill provided flexibility related to the distribution of these funds by local school boards and only stated that the distribution should be determined by a locally approved; that it excludes teachers and instructional support and the recipient shall be State-funded personnel. She also reported the bonus shall not be distributed across the board. She noted that DPI was required to provide a report on locally approved plans by February 1, 2017.
- Dr. Oxendine asked about the criteria for the bus drivers for earning that merit pay. Ms. Schauss stated that she was using examples of what the local boards approved. She added that it was up to their discretion and their approval as to what criteria they put into place.

This item is presented for Action on First Reading during the January 2017 State Board of Education meeting. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Third-Grade Teacher Reading Bonus Allotments

Policy Implications: Session Law 2016-94 Section 36.1A

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss, (Director, School Business Division)

Description:

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third grade reading.

- \$5,000,000 is allotted based on bonuses to licensed third grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.
- \$5,000,000 is allotted to pay bonuses to licensed third grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

Allotments

State Board of Education Allotment policy related to this bonus is posted on the Allotments site at <http://www.ncpublicschools.org/fbs/allotments/general>.

Procedure

A. 3rd Grade teacher Reading Performance State Level

Top 25% of the 3rd grade teachers in the State were determined based on EVAAS
The \$5,000,000 appropriation was divided in to the total number of teachers

Total number of teachers eligible	1,318
Estimated number of teachers not eligible	87
Total award per teacher	\$3,523

Allotment will include teacher award plus social security. Award is not subject to retirement

To be eligible the teacher must remain employed teaching 3rd grade in the SAME LEA at least until the bonus is paid.

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B. 3rd Grade teacher Reading Performance LEA Level

Total appropriation of \$5,000,000 allocated to each LEA based on average daily membership

Top 25% of the teachers in each LEA determined

Teachers who are not eligible are removed from the award allotment. (To be eligible the teacher must remain employed teaching 3rd grade in the SAME LEA at least until the bonus is paid.)

The LEA allotment is shared equally amongst remaining eligible teachers.

Number of teachers in top 25%	1,293
Estimated number of teachers not eligible	111
Average award	\$3,926
Lowest award per teacher (Jones)	\$1,824
Highest award per teacher (Caswell)	\$8,770

Allotment will include teacher award plus social security. Award is not subject to retirement.

To be eligible, the teacher must be teaching third grade in the same LEA at least until the bonus is paid in January. The State level bonus is calculated based on the total number of teachers eligible and the funds are distributed equally to the teachers.

The LEA level funds are first allocated to each LEA based on average daily membership. These funds are then divided by the number of eligible teachers in the LEA. This results in a different bonus amount by LEA. LEAs are responsible for determining if the teachers meet the eligibility requirements. Unused funds shall not be used for any other use and shall revert to the State.

Recommendation:

It is recommended that the State Board of Education approve the allotment.

Discussion/Comments:

- Ms. Schauss explained that the policy surrounding this item was approved by the SBE in November 2016. This item presents the allotment calculations that will be distributed to the school districts upon approval. The State level will have \$5M to be distributed to bonuses to third-grade teachers to the top 25% in the state and a second \$5M to be distributed to bonuses to third-grade teachers in the top 25% of their respective LEAs. Ms. Schauss further discussed the slight differences in the allotment calculation using the State and Local allotment attachments.
- Ms. Taylor asked if a small district could be penalized for doing the same hard work with students as someone who is in a large district. Ms. Taylor stated that there is a big discrepancy between the bonuses. Ms. Schauss replied that it also works at the other end of the spectrum.
- Dr. Oxendine asked if it was possible for a third-grade teacher to receive both bonuses. Ms. Schauss replied that if they meet that eligibility they receive both. Dr. Oxendine asked how many teachers won the bonus. Ms. Schauss stated that just over a 1000 teachers that were in the top 25% of the state and their school district.
- Vice Chair Chasteen indicated that there was a January 2017 Contracts Update Report.

This item is presented for Action on First Reading during the January 2017 State Board of Education meeting. (See Attachment BSOP 3)

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ADJOURNMENT

Indicating no other business, BSOP Committee Vice Chair Chasteen adjourned the January 2017 BSOP Committee meeting.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

The following members were present:

Rebecca Taylor, Chair	Todd Chasteen
Wayne McDevitt, Vice Chair	Amanda Bell, Local Board Member Advisor
Reginald Kenan	Freddie Williamson, Superintendent Advisor
Olivia Oxendine	Melody Chalmers, Principal of the Year Advisor
Amy White	Bobbie Cavnar, Teacher of the Year Advisor

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	Eric Davis

EICS Committee Chair Rebecca Taylor called the January 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – Program Approval Requests Under the Cooperative Innovative High School Program Requirements

Policy Implications: General Statute § 115C-238.50

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
3. Reduce the percentage of students needing remediation in post- secondary education.
4. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

1. Increase the number of students who graduate from high school with post-secondary credit.

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Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Mrs. Sneha Shah Coltrane (Director, Advanced Learning)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review of the applications and subsequent approval. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

The Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, reviewed each application submitted in September 2016. Thirteen Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

Names of schools recommended for approval:

- Ashe County Early College High School
- Bladen Early College High School
- Cumberland Polytechnic High School
- Charlotte Middle College at Merancas Campus
- Charlotte Teacher Cadet Early College
- Elizabeth City-Pasquotank Early College
- Harnett County Early College
- Agriculture and Science Early College (Iredell-Statesville Schools)
- McDowell Academy for Innovation
- Montgomery County Early College
- Onslow Early College High School
- CTE High School North (Wake County Schools)
- Washington County Early College High School

Recommendations:

It is recommended that the SBE take action on the CIHS Joint Advisory Committee recommendations as presented.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Ms. Sneha Shah-Coltrane to lead this discussion item.
- Ms. Shah-Coltrane noted that no comments from the field on this item for discussion. She reminded the Board that the presentation is still on eBoard for further information about the thirteen Cooperative Innovative High Schools.
- Ms. Shah-Coltrane mentioned two issues for their information. She stated that they have received questions about whether or not these schools are considered charter schools. For clarification, these schools are not considered charter schools. They are innovative programs but are a different type of model that still functions as a traditional public school. She also noted questions from news agencies as well as other school districts feeling like once these have been approved from the Board that the schools are actually ready to go. Ms. Shah-Coltrane reminded everyone that depending on their decision today, they would then move to the appropriate other entity-higher education, the UNC Board of Governors, or the State Board of Community Colleges. After their review and approval, it would go to the General Assembly for the final approvals and possible funding.
- Ms. Taylor followed up with comment about the representation across the state. Ms. Shah-Coltrane noted that seven of the thirteen applications coming forth for approval are in districts where a CIHS does not currently exist. Over 81% of school districts have at least one CIHS.

ACTION

EICS 2 – Charter Schools Advisory Board TCS-U-017 Policy Recommendations Changes

Policy Implications: General Statute § 115C-218.100(b); SBE Policy# TCS-U-017

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees.

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Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor stated we are going to hold on this item since Dr. Deanna Townsend-Smith will present later in our EICS Committee report.

ACTION ON FIRST READ

EICS 3 – Joint Legislative Education Oversight Committee: Annual Charter Schools Report

Policy Implications: General Statute § 115C-218.110

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Cande Honeycutt (Education Consultant, Office of Charter Schools)

Description:

Per G.S. 115C-218.110, the State Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- 1) The current and projected impact of charter schools on the delivery of services by the public schools.
- 2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- 3) Best practices resulting from charter school operations.
- 4) Other information the State Board considers appropriate.

The Charter Schools Advisory Board (CSAB) provided its feedback to the report and the Office of Charter Schools

(OCS) incorporated the feedback into this annual report for SBE consideration. The attached draft report will fulfill this legislative annual reporting requirement.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this presentation.
- Mr. Machado prefaced this presentation by reminding Board members that the General Assembly statute directs that the State Board of Education (SBE) shall report annually no later than January 15, 2017, to the Joint Legislative Oversight Committee. Mr. Machado reviewed the minimum reporting requirements and objectives.
- He highlighted enrollment and withdrawals, funding, school performance and accountability, and survey data included in the report. Mr. Machado fielded several clarifying questions related to the data.
- Mr. Machado reported that there were 158 charter schools operating in 2015-2016, educating over 77,000 students; in 2016-2017 there are 167 charter schools educating 91,000 students. He also shared surveys, results that indicated a combined total of 37,477 students on charter school waiting lists. Demographic statistics were also reported. He also highlighted some school performance comparisons.
- Dr. Oxendine made a comment about some charter schools under reporting Economically Disadvantaged student numbers. Mr. Machado responded that economically disadvantaged populations survey information was sent to parents if the charter school did not participate in the national free and reduced lunch program. Mr. Machado recounted his experience with the forms as a former administrator at a charter school and noted that parents may not be comfortable sending information back, not knowing who will be seeing their reported information.

DISCUSSION

EICS 4 – 2017-18 Grade Enrollment and Expansion Requests

Policy Implications: General Statute: 115C-218.5(e-f)

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Enrollment Growth Greater Than 20%

Description:

Per NC General Statute 115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.

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- 1) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- 2) The charter school is not currently identified as low-performing.
- 3) The charter school meets generally accepted standards of fiscal management.
- 4) The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 9, 2016 meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment growth greater than 20% request of the schools outlined below request and made a recommendation to the SBE

CSAB Not Recommended for Approval

- Heritage Collegiate Leadership Academy (Bertie County)
- Cabarrus Charter Academy (Cabarrus County)
- Excelsior Classical Academy CFA (Durham County)
- Mallard Creek STEM Academy (Mecklenburg County)
- Eno River Academy (Orange County)

CSAB Recommended for Approval

- Pinnacle Classical Academy (Cleveland County)
- The Institute for the Development of Young Leaders (Durham County)
- Falls Lake Academy (Granville County)
- Charlotte Secondary School (Mecklenburg County)
- KIPP Charlotte (Mecklenburg County)
- Covian Community School (Mecklenburg County)
- Charlotte Lab School (Mecklenburg County)
- Queen City STEM School (Mecklenburg County)
- Northeast Academy of Aerospace & Advanced Technologies (Pasquotank County)
- Bethany Community Middle School (Rockingham County)
- Southern Wake Academy (Wake County)
- Triangle Math and Science Academy (Guilford County)
- Wilson Preparatory Academy (Wilson County)
- Discovery Charter (Durham County) – Not Yet Open – seeking to amend proposed enrollment in charter

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley to lead this item.
- Mr. Quigley reported that the charter school expansion requests, are from schools whose request exceeds greater than 20%. The Charter Schools Advisory Board is recommending the majority of these expansion requests and not recommending the ones that do not meet criteria based on statute. Five are not recommended and fourteen have been recommended.
- Mr. Quigley summarized that if school is meeting the criteria that is outlined by statute, we believe that the criteria is a reasonable bar to meet. If they are meeting it, they should have that freedom to go beyond their prior projected enrollment or the automatic 20% increase.

DISCUSSION

EICS 5 – Recommendations for Charters Expiring June 2017

Policy Implications: G.S.115C-218 and SBE Policy TCS-U-007

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and Board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2017:

- Arapahoe Charter
- Bridges Academy
- Casa Esperanza Montessori
- Charlotte Secondary
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Community Charter School
- Exploris School
- Eno River Carter School (Orange Charter)
- Francine Delany New School for Children
- Grandfather Academy
- Gray Stone Day School
- Guilford Prep Academy

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- Kestrel Heights Charter School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Neuse Charter
- PreEminent Charter
- Quality Education Academy
- Rocky Mount Preparatory Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Carter G. Woodson School of Challenge
- The Central Park School for Children
- The Children's Village Academy
- The Learning Center Charter School
- Voyager Academy
- Wilmington Preparatory Academy

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined NCDPI compliance forms, a renewal site visit to each school, and academic/enrollment data from the school comparable to the LEA in which the school resides. OCS presented each school's renewal portfolio to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring back ten groups for interviews in order to gain a better understanding of the school's situation. On November 16, 2016 and December 9, 2016, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten (10) year charter renewal for:

- Bridges Academy
- Casa Esperanza Montessori
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Exploris School
- Eno River Charter School (Orange Charter)
- Francine Delany New School for Children
- Gray Stone Day School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Central Park School for Children
- The Learning Center Charter School

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A ten (10) year renewal pending no 2016 financial audit findings for:

- Arapahoe Charter
- Grandfather Academy
- Voyager Academy

A seven (7) year charter renewal was recommended for:

- Neuse Charter
- Quality Education Academy
- The Children's Village Academy

A five (5) year charter renewal was recommended for:

- Charlotte Secondary
- Guilford Preparatory Academy

A three (3) year charter renewal was recommended for:

- Rocky Mount Preparatory Academy: (Stipulations) 1. The school's 2016 audit has no findings of financial issues. 2. Continued adherence to the educational Improvement Plan as approved by SBE in 2016.
- The Carter G. Woodson School of Challenge
- Wilmington Preparatory Academy
- PreEminent Charter

Recommendations:

It is recommended that the State Board of Education approve the renewal recommendations of the Charter Schools Advisory Board.

Discussion/Comments:

- Ms. Rebecca Taylor recognized Mr. Alex Quigley to lead this item.
- Mr. Quigley reminded the Board that one of the most of important aspects of the Charter Schools Advisory Board's work is reviewing charter schools for renewals. He stated that this represents a very critical accountability point for the CSAB Board to say to you, "these folks deserve to continue to operate in the State of NC."
- Mr. Quigley reported that eighteen schools were recommended for ten-year approval. Three schools were recommended for a ten-year renewal pending some financial components. Three schools are recommend for seven-year renewal, and two for five-year renewal. Four schools are recommended for three-year renewal.
- He also informed the Board about one school that was put out as a candidae for charter assumption.

DISCUSSION

EICS 6 – Recommendations to Allow Pine Springs to Begin with its Year 2 Projected ADM

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

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Description:

State Board of Education (SBE) policy TCS-U-014 section 1 (a) states that "Enrollment growth beyond 20% or grade expansion not in the approved charter" requires State Board approval.

Pine Springs Preparatory Academy (Wake County) requests that the State Board of Education (SBE) allow them to open with grades K-6 (Year 2) instead of grades K-5 (Year 1), as originally indicated in their application. In February 2016, the State Board of Education granted final approval to Pine Springs Preparatory Academy to open with a delay until August 2017.

In a December 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Pine Springs Preparatory Academy states that it wishes to open with grades K-6 (year 2 student enrollment) instead of K-5 (Year 1 student enrollment) due to the high student enrollment demand and underwriting for their faculty. Pine Springs had open enrollment on November 15th and in less than two month claimed that they had 300 applications submitted.

Pine Springs Preparatory Academy's original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment

First Year: 2016-17 K,01,02,03,04,05, 396
Second Year: 2017-18 K,01,02,03,04,05,06, 490
Third Year: 2018-19 K,01,02,03,04,05,06,07, 587
Fourth Year: 2019-20 K,01,02,03,04,05,06,07,08 684
Fifth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Pine Springs Preparatory Academy's requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment

First Year: 2017-18 K,01,02,03,04,05,06, 490
Second Year: 2018-19 K,01,02,03,04,05,06,07, 587
Third Year: 2019-20 K,01,02,03,04,05,06,07,08 684
Fourth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Note: Since Pine Springs Preparatory Academy will be delayed in opening by one school year, and since that year will count as a year of what will become the signed charter agreement, the school will only serve students for four years of its initial five-year charter.

Recommendations:

The Office of Charter Schools (OCS) recommends that the SBE approve the Pine Springs Preparatory Academy amendment request for open enrollment year 2.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado reported that Pine Springs Academy will be located in Holly Springs. He stated that they are approved for a one-year delay already. They are now requesting that in their second year of their charter when they will be opening (August 2017) that they be allowed to start with their grade span for second year which is K-6 and their second year ADM which is 490 students.
- There were no additional comments.

DISCUSSION

EICS 7 – One-Year Delay Request for Rolesville Charter Academy

Policy Implications:

SBE Strategic Plans:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Rolesville Charter Academy (RCA) - (Wake County) requests that the State Board of Education (SBE) grant it a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to RCA to open in August 2017.

In a November 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees RCA states that it anticipates delays in its acquisition, approval for, and construction of its proposed facility. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, RCA plans to open as a K-6 school initially and expand one grade per year until the school is a full K-8 school. The school's mission is as follows: "Every student at Rolesville Charter Academy will develop the knowledge, tools, and skills for success. High academic and character standards, clear expectations, and quality instruction will support an enriched learning environment exemplified by academic excellence and the development of responsible, respectful, and life-long learners." Focusing on college and career readiness, the school will emphasize four foundation pillars: academic excellence, character development, parental partnerships, and student responsibility.

The Charter School Advisory Board (CSAB) supports RCA's request with the following stipulations:

- 1) The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- 2) The RCA Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
- 3) The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.

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- 4) If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
- 5) If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Rolesville Charter Academy with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith presented information on Rolesville Charter Academy. The Academy was approved in August 2016 and has submitted a letter to the Office of Charter Schools in November 2016 noting difficulties in meeting facility requirements to open on time.
- Dr. Townsend-Smith reported that the Charter School Advisory Board is recommending that they receive a one-year delay with five stipulations listed above in description.
- Ms. Taylor asked if they are an EMO. Dr. Townsend-Smith replied that they are partnered with National Heritage Academies.
- There were no additional comments.

DISCUSSION

EICS 8 – Commonwealth High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Commonwealth High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher

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licensure to charter school statute requirements. Approving this amendment would allow Commonwealth High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Commonwealth High School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado stated that the Charter Schools Advisory Board and the Office of Charter Schools is recommending that you approve this request from Commonwealth High, Stewart Creek High, and Central Wake High as a group. They are asking for approval of 50% licensure, consistent with State statute. He informed the Board that they are not at 100% and are out of compliance with their charter. Ms. Taylor asked that if they were out of compliance just because of the licensure. Mr. Machado stated yes. Ms. Taylor had a follow-up question on their percent regarding the teacher licensure percentage. Mr. Machado stated probably between 60-80%.
- Dr. Oxendine asked if the licensure issue is permanent or if it will be revisited. Mr. Machado replied that this would be a permanent amendment to the charter. Mr. Collins asked if the general requirements are 50%. Mr. Machado confirmed the statement.

DISCUSSION

EICS 9 – Stewart Creek High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Stewart Creek High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Stewart Creek High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Stewart Creek High School.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado stated that the Charter Schools Advisory Board and the Office of Charter Schools is recommending that you approve this request from Commonwealth High, Stewart Creek High, and Central Wake High as a group. They are asking for approval of 50% licensure, consistent with State statute. He informed the Board that they are not at 100% and are out of compliance with their charter. Ms. Taylor asked that if they were out of compliance just because of the licensure. Mr. Machado stated yes. Ms. Taylor had a follow-up question on their percent regarding the teacher licensure percentage. Mr. Machado stated probably between 60-80%.
- Dr. Oxendine asked if the licensure issue is permanent or if it will be revisited. Mr. Machado replied that this would be a permanent amendment to the charter. Mr. Collins asked if the general requirements are 50%. Mr. Machado confirmed the statement.

DISCUSSION

EICS 10 – Central Wake High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Central Wake High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Central Wake High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Central Wake High School.

Discussion/Comments

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado to lead this item.
- Mr. Machado stated that the Charter Schools Advisory Board and the Office of Charter Schools is recommending that you approve this request from Commonwealth High, Stewart Creek High, and Central Wake High as a group. They are asking for approval of 50% licensure, consistent with State statute. He informed the Board that they are not at 100% and are out of compliance with their charter. Ms. Taylor asked that if they were out of compliance just because of the licensure. Mr.

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Machado stated yes. Ms. Taylor had a follow-up question on their percent regarding the teacher licensure percentage. Mr. Machado stated probably between 60-80%.

- Dr. Oxendine asked if the licensure issue is permanent or if it will be revisited. Mr. Machado replied that this would be a permanent amendment to the charter. Mr. Collins asked if the general requirements are 50%. Mr. Machado confirmed the statement.

DISCUSSION

EICS 11 – Second Request for One-Year Delay for Cardinal Charter Academy at Knightdale

Policy Implications: G.S. 115C-218.100(b); SBE Policy# TCS-U-017

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- Ms. Rebecca Taylor recognized Mr. Dave Machado to lead this item.

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- Mr. Machado reported that Cardinal Charter Academy is in its first approved one-year delay. The school is requesting a second year delay, citing difficulty finding a site. They have looked at three different sites in Knightdale and either had zoning issues or DOT requirements that would be cost-prohibitive.
- Ms. Taylor asked how unusual is it for someone request a delay after receiving approval a one year delay previously. Mr. Machado replied that this is the first one ever received.

This item is submitted for Discussion during the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment EICS 11)

NEW BUSINESS

- **Office of Charter Schools Presentation on the Charter School Assumption**
❖ **Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)**

Dr. Townsend-Smith provided an overview of the current policy and detailed the requirement of HB 242 for the Board to now include a provision for a “new entity” to be eligible to assume a continually low-performing charter school.

Previously the SBE policy did not include a process when a charter school received an assumption recommendation. The OCS in conjunction with the CSAB now recommends a process for the assumption of a charter school. (attached)

Factors Relevant to “Existing” Schools

- 1) Academic performance;
- 2) Financial status of the existing school, including outstanding debts;
- 3) Compliance with all applicable laws and policies;
- 4) Status of the school facility; and
- 5) Feedback from the school community, including the parents, staff and students; and
- 6) Any other relevant factor.

Factors Relevant to “Assuming” Schools

- 1) Overall financial viability of the assuming school;
- 2) Academic performance;
- 3) Geographic location;
- 4) Existence of any financial/governance compliance issues;
- 5) Ability of the assuming school to retain existing students; and
- 6) Any other relevant factor.

Factors Relevant to “New Entity”

- 1) Overall financial viability of the New Entity;
- 2) Academic performance plan for existing school and prior experience with continually low-performing schools;
- 3) Geographic location;
- 4) Ability of the New Entity to retain existing students; and

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5) Any other relevant factor

Dr. Townsend-Smith stated that a group may apply to assume a charter school by submitting a Request for Proposal (RFP). She also added that on the Office of Charter School website, we have already starting soliciting RFPs for Community Charter School.

Submitting a Request for Proposal (RFP)

- Academic Performance last 3 years, if applicable
- Financial Performance last 3 years
- Compliance Standing last 3 years, if applicable
- Board Capacity to Assume low-performing/continually low-performing school
- Marketing strategy to maintain current students
- Current school/entity location
- Comprehensive 3-Year Strategic Plan with SMART Goals and Objectives
- Provide a \$500 fee
- Any other relevant factor

Dr. Townsend-Smith provided information about assumption recommendations. She stated that a nonprofit group eligible for assumption must – Decide within 30 days to agree with the assumption recommendation/decision otherwise the charter is up for revocation. Ms. Taylor asked have we received more than one party interested in assuming. Dr. Townsend-Smith replied that we have four groups that expressed interested.

ADJOURNMENT

Indicating no other business, EICS Committee Chair Rebecca Taylor adjourned the January 2017 meeting of the EICS Committee.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

The following members were present:

Olivia Oxendine, Chair	Amanda Bell, Local Board Member Advisor
Eric Davis, Vice Chair	Freddie Williamson, Superintendent Advisor
Reginald Kenan	Melody Chalmers, Principal of the Year Advisor
Amy White	Bobbie Cavnar, Teacher of the Year Advisor
Patricia Willoughby	
Todd Chasteen	

Also present were:

William Cobey, Chairman	Wayne McDevitt
A.L. “Buddy” Collins, Vice Chairman	Rebecca Taylor
Mark Johnson, State Superintendent	
Dale Folwell, State Treasurer	

ES&P Committee Chair Olivia Oxendine called the January 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

DISCUSSION

ES&P 1 – Policies on the Beginning Teacher Support Program: Mentor Requirements
Policy Implications: §115C-296(e); SBE Policy# TCP-A-004

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.
Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

Description:
NCDPI recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of Local Education Agency Human Resource Directors across the state, NCDPI proposes to define and clarify eligibility requirements for mentors as established by State statute (GS §115C-296(e)). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

Recommendation(s):
It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin reminded the Board members that in response to their earlier request, he put together a brief presentation on the issue of teacher mentors with data about the relationship between more experienced teachers and beginning teachers in schools.
- He explained that mentor teachers, according to statute, must be rated at least at the accomplished level as part of the NC Teacher Evaluation process. He also explained that the “accomplished” level is not something that we have in the evaluation system and is not a clearly defined term so the Board needs to define to provide guidance for the districts. Dr. Tomberlin also explained that teachers must have met expectations for student growth.
- Dr. Tomberlin defined beginning teachers as those with three or fewer years of experience. He provided statistics on total beginning teachers: 12,550. He also stated that there are 235 schools that have no beginning teachers.
- Dr. Tomberlin explained potential mentor teachers using rating of accomplished.
- He explained further that there is no way under the current law that the state can supply an adequate number of mentors. At the request of the Board last month, to report what are some policy recommendations that SBE could make to address the issue. Dr. Tomberlin stated that most of these would have to come legislatively. He stated there is no way to write policy because it would conflict with the law which is what the state is currently dealing with we are dealing.

Districts and Number of Schools with Critical Need

- Under the most generous mentor teacher identification process, there will be 28 districts with critical need schools.
- Charlotte Mecklenburg Schools has 7 critical needs schools.
- Columbus County has two schools with no available mentor teachers.
- There are 412 BTs in critical needs schools, but only 118 mentor-eligible teachers in these schools.
- We cannot be sure that these 118 mentor teachers align with the BTs in terms of subject area.

Potential Solutions (Require Legislative Action)

- Allow retired teachers to serve as mentors (many LEAs use retired teachers as mentors).
- Allow “best available” teachers to serve as mentors in these critical need schools.
- Allow other, non-teaching personnel, to mentor (e.g., instructional facilitators, coaches, central office personnel, etc.).
- Allocate extra position(s) to the school to grant existing mentor-eligible teachers release time.
- Mr. Cavnar commented that he has been a mentor teacher many times. He stated that in his LEA, many teachers do not want to serve as mentors. Mr. Cavnar noted the enormous amount when assigned two-five beginning teachers to a single experienced teacher to mentor. Such a load decreases the amount of attention and mentoring that teachers can give. He shared also that in most districts, there is absolutely no compensation for mentors. Mr. Cavnar commented that sometimes the SBE should look to incentivizing the responsibilities that teachers are already taking on.
- Dr. Oxendine commented that she could see how principals would be reluctant to assign mentors as much as they are needed. She pointed out how many other areas teachers would have to be excluded from, such as extracurricular activities, cafeteria duty and bus duty.

- Ms. White gave examples of teachers who get paid for extra-curricular activities such as football, basketball, etc., and stated, if you are looking for potential solutions requiring legislative action, how about including paying our mentors.
- Mr. McDevitt stated that maybe the SBE take a more comprehensive look at this and figure out the needs. Dr. Tomberlin replied that one of the things that could relate to this is the advanced teaching roles grants that were recently awarded to the LEAs. He shared that the idea is the expert/master teachers work with less experienced teachers on a regular basis. Dr. Tomberlin also stated that the SBE could look at the results from these pilots for those teachers. Dr. Oxendine supported that the SBE provide some direction in terms of next steps going to the General Assembly and work with legislators on finding a viable solution. Chairman Cobey added, that based on these discussions and our current Legislative Agenda, Ms. Beaulieu could get together with Dr. Oxendine on how the SBE can get it amended by Thursday.
- There was no further discussion.

This item was submitted for Discussion during the January 2017 State Board of Education meeting and returns for Action in February 2017. (See Attachment ES&P 1)

NEW BUSINESS

- **Educator Preparation Program Approval Process Modification**
 - ❖ **Ms. Joyce Gardner (Consultant, Educator Effectiveness Division)**

Joyce Gardner shared an overview of the educator preparation program review process for 2017. The old blueprint word document form has been replaced with a web-based platform developed here by DPI's small, but talented IT team. This new program proposal and review system will be available mid-January 2017.

There are currently more than 1100 State Board approved preparation programs offered in North Carolina by our public and private Institutions of Higher Education (IHEs). Each of these programs must be updated or revised and resubmitted for review via the new online platform to ensure alignment with recent legislative requirements. Proposals for new programs will be reviewed next. Proposals are assigned to qualified experts from IHEs, DPI and local district experts in the various content areas. Reviewers will recommend each proposal for final approval by the State Board or return unsatisfactory proposals to the institution with feedback for revision. Mrs. Gardner will bring recommended programs for approval to the Board in March, April, May and June.

This process assures that educator preparation programs in our IHEs meet legislative mandates, state board policies, professional teaching standards and national accreditation standards. Revised Program Proposal Forms will be posted on: <http://www.dpi.state.nc.us/ihe/>

Discussion/Comments:

Ms. Taylor inquired regarding the States review of our administrators. Ms. Gardner stated that IHEs receive feedback as well as from their experience as a first year administrator. She added that the administrators talk about how prepared and adequate they feel their internships. Ms. Gardner commented that the internships are very critical. Ms. Gardner also stated that IHEs take a look at the feedback as well. This feedback is telling the institutions to strengthen the internship and the coursework seems to be very solid. Dr. Oxendine added that IHEs hold fast to a very rigorous internship for our principal candidates. Ms. Bell pointed out that providing support to those principals is also very

important. Ms. Bell suggested establishing some type of coaching system or mentorship for our beginning principals. Dr. Johnson added that Educator Effectiveness provides Principal Ready training every fall and spring.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Olivia Oxendine adjourned the January 2017 meeting of the ES&P Committee.

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Todd Chasteen
Eric Davis
Reginald Kenan

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent
Amanda Bell, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Ms. Rebecca Taylor, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following case:

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Becky Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 5, 2017, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 5, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Todd Chasteen
Eric Davis
Reginald Kenan
Dale Folwell, State Treasurer

Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent
Amanda Bell, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, January 5, 2017, session of the State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey announced that the Board unofficially welcomed our new State Superintendent, Mr. Mark Johnson; our New State Treasurer, Mr. Dale Folwell; and our new Local Board Member Advisor, Ms. Amanda Bell on Wednesday. Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, which was approved on Wednesday, Chairman Cobey read the Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Rebecca Taylor was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

- Chairman Cobey requested a motion to approve the minutes of the November 30-December 1 meeting, the December 12, December 20, and December 28 additional meetings of the State Board of Education meetings.
- There was no further discussion.

Dr. Olivia Oxendine made a motion to approve the minutes of the November 30-December 1 meeting, and the December 12, December 20, and December 28 additional SBE meetings. Seconded by Ms. Amy White, the Board voted unanimously to approval the minutes as presented.

SPECIAL RECOGNITION

Chairman Cobey recognized our new Local Board Advisor, Ms. Amanda Bell. Ms. Bell is the Vice Chair of the Rockingham County Board of Education and is the most recent winner of the NC School Board's Association's Raleigh Dingman Award. She is a former teacher, assistant principal, principal, and central office administrator in Forsyth County Schools. She is interested in issues on curriculum and instruction, teacher and administrator pay, and says she is looking forward to her role here at the Board table. Chairman Cobey noted that Ms. Bell's predecessors have set a high bar, and he is certain that she will continue to raise that bar. Board members and advisors, staff and audience, joined Chairman Cobey in welcoming Ms. Amanda Bell.

Vice Chair Collins shared that we have noted three of my friends and colleagues from Forsyth County at the Board table and that he is grateful to be among them again. He noted a call from Senator Brunstetter a while ago asking him to meet with a young attorney who had an interest in education. Mr. Collins met with Mr. Mark Johnson, and he talked about his interest in getting involved in education. Mr. Collins invited him to go visit a school with him and Mr. Johnson agreed to go. After the school visit, Mr. Johnson became a volunteer for the school. Mr. Collins also noted that Mr. Johnson was also elected to the Forsyth County Board of Education.

Vice Chair Collins stated that he has also known State Treasurer Dale Folwell since 1992 or earlier. They served together on Forsyth County Board of Education and many other activities. Mr. Collins shared that there is nobody in the State of NC who has a stronger interest in children than Mr. Folwell. Mr. Collins added that coming to this Board is a real asset for the SBE.

Vice Chair Collins shared that he got to know Ms. Amanda Bell in 1996 when Mr. Collins was appointed to the Forsyth County Board. She was one of the first principals that he met at her school. He added, she has been a teacher, a teacher at the time in Forsyth County with a lot of stress during integration. Mr. Collins stated she was a leader in that respect. Mr. Collins added that whatever knowledge the three Forsyth County natives at the Board table have, pales in comparison to what Ms.

Bell brings to the table. When she speaks up, you can ignore the other three of us, but you better listen to her. Mr. Collins welcomed his Forsyth County colleagues.

CHAIRMAN’S REPORT TO THE BOARD

Chairman Cobey reminded the Board that the General Assembly will convene next week – Wednesday, January 11, at 12:00 noon in both the Senate and the House. He stated that a good bit of time was spent working on the legislative agenda and preparing to advocate for a number of changes that we believe will strengthen the public schools and our ability to serve them. Chairman Cobey reminded the Board that during the Legislative session to be diligent in responding to any requests from Ms. Beaulieu and others who are in positions that will involve them in the legislative process. He called attention to the Legislative Update that is posted on the Board’s agenda, and highlighted the six major categories that cover a multitude of initiatives.

The six categories are:

- Paying our Talented Team
- Enhancing the Skills of the Team
- Investing in What Works
- Adding more Talented Members to the Team
- Enhancing the Classroom Experience for Teachers and Students, and
- Supporting for Results

Chairman Cobey stated that it will be helpful to everyone to be very familiar with these categories and the “asks” that fall under them. He also stated that it will take collaboration and partnering between and among Board members, advisors, the State Superintendent, and staff of the Board and the Department, as well as our external partners.

Chairman Cobey also reminded the Board that we still have staff in the Department of Public Instruction who continue to work with counties and towns whose schools and central offices were impacted by Hurricane Matthew. Chairman Cobey concluded by noting that many people are unaware of the extent of the services of the Department in such situations, but our Insurance Section, Child Nutrition Section, and others have had much contact with our affected school systems – both on the ground, by phone, and my email. He thanked all of those staff on behalf of the Board.

➤ **Legislative Report**

❖ **Ms. Rachel Beaulieu (Legislative Director)**

Chairman Cobey recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu drew attention to a one-page Legislative Agenda for the NC State Board of Education 2017. She reminded Board members that deep discussions have occurred both on SBE expansion requests and our legislative policy issues.

The six action items are the same categories that align with budget expansion requests.

1. Paying our Talented Team

- a. Teacher Pay has been an ongoing top priority and anticipate further move in 2017
- b. Principals/Assistant Principal Pay – the Joint School Base Administrator Study Committee released its’ report has strong recommendations for a long-term sustainable action plan in boosting our principal/assistant principal pay.
- c. Master’s and Doctoral pay – Reinstate this targeted pay for eligible teachers.
- d. Differentiated pay – In 2016 General Assembly’s stated intent to fund Advanced Teaching Roles based on local pilots.

2. Enhancing the Skills of the Team

- a. Principal Preparation – Strengthen the resources and support for school leadership.
- b. Professional Development/Educator Effectiveness –
 - i. Improve student achievement and instruction by investing in educator training.
 - ii. Fulfill local needs for recruitment and retention initiatives.
- c. Invest in students’ behavioral support services to promote better learning and teaching.

3. Investing in what Works

- a. Pre-K & Early Childhood Education – Transfer Pre-K to DPI and increase Pre-K slots so that more at-risk children receive a high quality education. HHS Committee has studied government issues and where best to serve our at-risk children in the birth to three and birth to 3rd grade.
- b. Calendar flexibility
 - i. At a minimum, allow alignment of the school calendar with that of the local community colleges and universities. HB 12 attempted to do the very thing that we are asking in the way of allowing flexibility for a local alignment between a local school system and a local community college on the opening date for a school year.
 - ii. At a minimum, permit schools given a “D” or “F” under the A-F School Performance Grades law to adopt a modified calendar.
- c. Medicaid reform – Ensure that NC maximizes the potential for untapped Medicaid dollars for eligible student services.

4. Adding more Talented Members to the Team

- a. Class size allotments/budget provision – Remedy the 2017-18 adverse effects on special subject teachers (e.g., arts, world languages, physical education, etc.).
- b. Mentor teachers – Expand the state law qualifications to include retired teachers within their first five years of retirement and other highly-qualified educators (e.g., instructional coaches and other highly-qualified educators could serve as mentor teachers) in order to meet state demand.
- c. Teacher Assistants and Instructional Support Personnel – Increase funding for more students and classroom support personnel.
- d. School Nurses/Child and Family Support Teams – Enable a “whole school, whole community whole child model” through funding wrap-around services and critical personnel.
- e. Troops to Teachers – Rescue this program from military veterans transitioning into the teacher corps in light of the 2016 elimination of federal funding.

5. Enhancing the Classroom Experience for Teachers and Students

- a. Public School Capital Infrastructure – Enact a sustainable solution for the \$8 billion needed for public school buildings over the next five years.

- b. Textbooks/Digital Learning and Resources
 - i. Reinstate the textbook funding level to \$77.16 per student (from \$34.81 in FY 16-17).
 - ii. Increase school-based technical support and Home Base instructional content.
- a. District & School Transformation – Fund this proven turn-around model, and modify “low-performing schools” statutes to reflect evidence-based practices and align with ESSA.
- b. Instructional Supplies – Reinstate the per student funding level to \$59.33 (from \$28.33 in FY 16-17).
- c. Students with Special Needs – Significantly increase funding for these children.
- d. CTE & CIHS – Continue innovations by adding more Career and Technical Education certifications and new Cooperative and Innovative High Schools.
- e. NC Check-Ins – Help students receive targeted instruction based on their results from interim assessments.
- f. Child Nutrition – Invest in child nutrition programs and secure further returns on investment through the NC Procurement Alliance (where every \$1.00 invested saves LEAs \$6.00).

6. Supporting for Results

- a. A-F School Performance Grades – Modify the formula to align, at a minimum, with NC’s plan under Every Student Succeeds Act (ESSA).
- b. Charter School funding – Equitably allot through a new and separate state fund.
- c. DPI Expansion – Restore and improve upon critically needed positions and technologies for effective and reliable services to charters and LEAs.
- d. Teacher Licensure – Provide state support for renewals.

Chairman Cobey stated that, without objection, we will keep it in draft form and revisit it in February following continued conversations. Mr. Davis commented on item 3b regarding school district flexibility being on the calendar. Without objection, Chairman Cobey asked Ms. Beauieu to work on this issue with Mr. Davis. Mr. Collins commented that a more thorough discussion is needed about raising dropout age, and should be a part of the agenda.

Chairman Cobey then formally introduced our new State Treasurer, Mr. Dale Folwell, who was elected to office on November 8. He served four terms as a Representative in the NC House, and was speaker pro tempore of the House for two of those years. He also served eight years on the Winston-Salem Forsyth County School Board, which positions him well regarding the issues this Board will discuss.

He is known for his volunteer work with charities, for his success as an investor and financial consultant, and as an Assistant Secretary in the NC Department of Commerce. Chairman Cobey officially welcomed State Treasurer Dale Folwell as an ex officio member of this Board.

Chairman Cobey next formally introduced our new State Superintendent of Public Instruction, Mr. Mark Johnson, and welcomed him here at the Board table. Chairman Cobey stated that Superintendent Johnson was from the Great State of Louisiana. He noted that Superintendent Johnson was greatly influenced by his grandmother, Ms. Irene Johnson, who dedicated her professional life to teaching. After high school, Mr. Johnson attended and graduated from Emory University in Atlanta, Georgia. He then began his career in Mecklenburg County Schools as a Teach for America teacher at West Charlotte High School where he served for two years.

Following that time as a teacher, Mr. Johnson attended law school at UNC Chapel Hill. He most recently served as corporate counsel at an international technology company based in Winston-Salem. He also has recently served on the Winston-Salem/Forsyth County School Board, and on November 8 was elected to become our newest State Superintendent of Public Instruction. Chairman Cobey noted that Superintendent Johnson and his wife have a pre-school age daughter. Chairman Cobey asked everyone to join him in welcoming Mr. Mark Johnson. Chairman Cobey recognized Superintendent Johnson for remarks.

STATE SUPERINTENDENT'S REMARKS

State Superintendent Johnson shared a story about why he is here and why he is passionate about education and what his guiding principles will be during the course of the next few years. His passion goes back to his grandfather who grew up poor, and noted that his grandfather did not graduate from high school. He grew up in a time where it was easier not to graduate from high school and to be able to pull yourself up by your boot straps just through sheer hard work. Superintendent Johnson's grandfather was a salesman and he sold door-to-door across the southeast.

As a result of his grandfather's hard work, he changed the trajectory for his family, providing them every opportunity they could want, need, or desire. As a result, Superintendent Johnson was fortunate enough to go to Emory University and eventually UNC School of Law. He shared that his family instilled into him that the work you do in your K-2 education years can truly determine what kind of work you do for the next 40 or 50 years. His family also instilled in him that not everyone in our country has that opportunity. His extreme concern over lack of opportunity for many made him want to work hard to do something about it. After college, he taught at West Charlotte High School, a difficult place to be a teacher and an even harder place to be a student. He taught ninth grade science and noted that the ninth graders in his class who were true freshmen were mixed in with 16, 17, and 18 year-old ninth graders who just were not passing the ninth grade. While he had great success stories, he also carries the memories of students who had no breakfast unless they ate at West Charlotte that morning, a student who was dropped off by the bus at a motel where she lived, and the students who would turn to him and say "Mr. Johnson, what does it matter, I'll just be in jail in a few years anyway".

He then told the story that drove him most to this seat as State Superintendent. In his second year of teaching, his classroom management had improved. His students would walk in walk morning, would be silent, and would pick up their reading exercise, get a text book, and would start their silent reading work. This was a phenomenal management tactic because students would 1.) come in calm, already starting the class off on the right foot; 2.) they would be practicing reading, and 3.) they would be reading to learn. One of his sixteen-year old ninth graders one morning quietly waved Mark Johnson over and whispered, "Mr. Johnson, can I get the reading assignment?" Superintendent Johnson said that he was through the roof with excitement since this was a student who usually preferred to goof off rather than read. Mr. Johnson stated that this was a teachers' dream moment. Superintendent Johnson quietly got the reading assignment and gave it to him; five minutes later, the student waved him over again. With a horrible look of defeat in his eyes, the student said, "Mr. Johnson, I can't read the words in this book". When Superintendent Johnson campaigned across the state, this is the story he carried with him because the system had failed that young man. He now desires to transform our public education system

so that he can see in his lifetime a school system that does not allow that to happen, a system where every student who is willing to do the work will have the opportunity for a great education, leaving our schools prepared for either the work force or for college.

Superintendent Johnson shared his guiding principles:

- Urgency – Every day without bold actions for our students is a day that our students lose. Every day that we do not take bold actions for our teachers is a day that our teachers lose. Every year that goes by that without bold actions for our students and our under-performing schools is a year lost for some of our students who cannot afford to lose that year. Complacency is the antithesis of urgency. I asked that we act with urgency and not be complacent in anything that we do. If we do not act with urgency, we will continue to betray students and we will continue to lose teachers and have difficulty retaining and recruiting them. We have to own that.
- Ownership – Many issues and challenges face us, and we must own them. Yesterday I was struck when watching teachers reviewing standards, one teacher turned to another and said, “this is just confusing.” We must own that, and we must own that we need to do something about testing. We must own that there are students graduating from our schools with diplomas who are not prepared for college or the work force. We are the NC Department of Public Instruction, and it is our job to own those challenges and to find solutions.
- Innovation – Innovation will lead to true transformation of public education. We have already spent time in this room together talking about some of the great things innovation can do. Yesterday, we talked about the innovative tools that can make life easier for teachers and make students want to own their own learning. Superintendent Johnson said that the current system is outdated and was designed for students in the 1950s. Students of earlier decades needed a different level of preparation than students now in 2017 need. Innovation will be the key to transforming public education; if we work together with urgency, ownership and with innovation, we can start at the dawn of a new era in public education. He noted that not only is education for the benefit of society, but also for the words behind our State constitution; it is also our moral obligation. This is North Carolina where the weak grow strong and the strong grow great.

Superintendent Johnson then announced that he will embark on a listening tour across the State of NC, and will spend the rest of the school year doing just that across all of North Carolina. He will present the results of his listening tour at the end of the school year to the SBE.

Chairman Cobey thanked Superintendent Johnson and stated the SBE joins him in supporting his vision and those guiding principles for the State of North Carolina.

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, routine reports, and final approval of items that the Board has already discussed in a prior month. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Upon motion by Mr. Eric Davis and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 12, EICS 13, EICS 14, EICS 15, EICS 16)

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 12 – North Carolina Virtual Public Schools Annual Report

Policy Implications: Session Law 2011-145 Section 7.22 (h);(G.S.v66-58 (c))

SBE Strategic Plan:

Goal: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using online tools

Presenter(s): Dr. Eliz Colbert, Executive Director, North Carolina Virtual Public School

Description:

Session Law 2011-145 SECTION 7.22 (h);(G.S.v66-58 (c)) dictates that "Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement."

The NCVPS Executive Director will share the 2015-2016 Annual Report. The report highlights the accomplishments, achievement, outreach initiatives programs, processes, and enrollment for 2015-2015 fiscal year.

Recommendations:

It is recommended that the State Board of Education approve the NCVPS 2015-2015 Annual Report at the January 2017 meeting.

CONSENT

EICS 13 – Recommendation for the GLOW Academy Weighted Lottery Amendment Request

Policy Implications: G.S. 115C-218.1(3) (a); TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board policy TCS-U-014 section 3 states that "Any proposed amendment not explicitly mentioned in TCS-U-014 must be reviewed and approved by the State Board of Education." Requests to amend a school's admissions procedure are not explicitly mentioned in TCS-U-014 and therefore must be approved by the State Board.

The Girls Leadership Academy of Wilmington (GLOW) is seeking an amendment to amend its original charter to include an addendum that details its weighted lottery procedure.

This request aligns with G.S. 115C-218.1(3) (a), which states that "the process for conducting a weighted lottery [must reflect] the mission of the school." GLOW's goal is to maintain a student body in which at least 80% of enrolled students are eligible for the National School Lunch Program.

GLOW's mission is as follows: GLOW provides a rigorous, college preparatory environment for a diverse population of 6th-12th grade girls and parents/guardians seeking the unique educational, social and emotional benefits of a single-gender school.

The Charter Schools Advisory Board reviewed and discussed the weighted lottery for GLOW at its December 2016 meeting and recommends that the SBE approve this amendment request.

Recommendations:

The Charter Schools Advisory Board recommends that the SBE approves GLOW's weighted lottery amendment request.

CONSENT

EICS 14 – Joint Legislative Education Oversight Committee: Virtual Charter School Pilot

Policy Implications: Session Law 2014-100 (Senate Bill 744, Budget Bill) section 8.35 (g)

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per North Carolina Session Law 2014-100 (Senate Bill 744, Budget Bill) section 8.35 (g), the State Board of Education (SBE) " shall report on the initial implementation of the pilot program to the Joint Legislative Education Oversight Committee by November 15, 2016, and on finding from three years of operation of the pilot program by November 15, 2018. At a minimum, the report shall include the following:

1. The number of students who have enrolled in courses offered by the schools.
2. The number and types of courses offered by the schools.
3. The withdrawal rate of students after enrollment.
4. Student performance and accountability data.
5. Information on the implementation, administration, and funding for the pilot program.
6. Recommendations on the modification, continuation, and potential expansion of the program.

The attached draft report will fulfill this legislative requirement and incorporates the suggested changes of the Charter Schools Advisory Board at its November 15, 2016 meeting.

Recommendations:

The Office of Charter Schools and the Charter Schools Advisory Board recommends that the State Board of Education approve this report for submission to the Joint Legislative Education Oversight Committee (JLEOC) of the NC General Assembly.

CONSENT

EICS 15 – Recommendation for Charlotte Lab School Weighted Lottery Amendment Request

Policy Implications: G.S. 115C-218.1(3) (a); TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board policy TCS-U-014 section 3 states that "Any proposed amendment not explicitly mentioned in TCS-U-014 must be reviewed and approved by the State Board of Education." Requests to amend a school's admissions procedure are not explicitly mentioned in TCS-U-014 and therefore must be approved by the State Board.

Charlotte Lab School is seeking an amendment to amend its original charter to include an addendum that details its weighted lottery procedure.

This request aligns with G.S. 115C-218.1(3) (a), which states that "the process for conducting a weighted lottery [must reflect] the mission of the school." Charlotte Lab's targeted student population outlined in their approved application states the following: Charlotte Lab School (CLS) is committed to serving a diverse student body. Therefore, CLS will have a Targeted Population that is reflective of Mecklenburg, the county in which the school will be developed. According to the 2011 Census, the demographic make-up of the county is 45% White, 35% African American, 13% Hispanic, and 7% Other. While this differs slightly from that of Charlotte-Mecklenburg Schools (CMS), our Local Education Agency (LEA), which is 32% White, 42% African Americans, 18% Hispanic and 8% Other, we hope that enrolling students within these target demographics will support CMS with overcrowding and will provide our school with the racial, ethnic and socioeconomic diversity that we desire. Due to our emphasis on foreign language instruction, with the goal of developing bilingual graduates, we will seek to increase the Spanish and Chinese-speaking populations.

Charlotte Lab's mission is as follows: The mission of the Charlotte Lab School is to redesign the school experience to better prepare students for success in college and career and to serve, through community partnerships, as a model for innovative practices in teaching and leadership.

The Charter Schools Advisory Board reviewed and discussed the weighted lottery for Charlotte Lab at its December 2016 meeting and recommends that the SBE approve this amendment request.

Recommendations:

The Charter Schools Advisory Board recommends that the SBE approves Charlotte Lab's weighted lottery amendment request.

CONSENT

EICS 16 – NC Leadership Academy’s Amendment Request to Change Its Non-Profit Name

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools).

Description:

State Board policy TCS-U-014 section 3 states that "Any proposed amendment not explicitly mentioned in TCS-U-014 must be reviewed and approved by the State Board of Education." Requests to amend a school’s incorporated name is not explicitly mentioned in TCS-U-014 and therefore must be approved by the State Board.

The NC Leadership Academy seeks to amend its incorporated non-profit name to NC Leadership Charter Academy, Inc. The school has experienced difficulties obtaining approval from NC State retirement due to inconsistencies with its name. When originally approved under the non-profit name of NC Leadership Academy, this name was administratively dissolved in 2012; however, the board continued to use the name approved by the SBE. To ensure consistency NC Leadership Academy now wishes to use its incorporated name NC Leadership Charter Academy, Inc. and needs SBE approval of this specific change.

Recommendations:

The Office of Charter School recommends that the State Board of Education approve this amendment request.

Chairman Cobey recognized Ms. Becky Taylor for the report from the Special Committee on Digital Learning.

SPECIAL COMMITTEE ON DIGITAL LEARNING
(Lt. Governor Dan Forest, Chair and Ms. Becky Taylor, Vice Chair)

ACTION ON FIRST READING

SCDL 1 – School Connectivity Initiative

Policy Implications: SL 2007-323 (HB 1473), Section 7.28.(d)

Presenter(s): Mr. Michael Nicolaides (Chief Information Officer, Technology Services) and Mr. Phil Emer,(Director of Technology Planning and Policy at The Friday Institute)

Description:

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.1: Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Description:

Pursuant to Session Law 2007-323 Section 7.28(d), the State Board of Education shall report annually on its progress towards the School Connectivity Initiative (SCI) to the Joint Legislative Oversight Committee on Information Technology (JLOC-IT), the Joint Legislative Education Oversight Committee (JLEOC), the Office of State Budget and Management (OSBM), the State Information Technology Officer (SCIO), and the Fiscal Research Division (FRD).

In this report we provide an update on SCI financial activities for fiscal year 2016 (FY2016) beginning July 1, 2015 through June 30, 2016, and discusses operational activities over the calendar year 2016 (CY2016) beginning January 1, 2016 through December 31, 2016. Additionally, considerations for 2017 are presented at the end of the report.

The core provision for the SCI is specified as follows:

Section 7.28(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms.

The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location, and schedule of sites being served; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

Recommendations:

It is recommended that the SBE members accept this report for submittal to the General Assembly.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the recommendations for the School Connectivity Initiative as presented. (See Attachment SCDL 1)

NEW BUSINESS

- **Digital Learning Update**
 - ❖ **Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**
 - ❖ **Dr. Jeni Corn**

Discussion/Comments:

- Ms. Taylor reported that Dr. Pitre-Martin and Dr. Jeni Corn provided an update on the NC Digital Learning Initiative.

ACTION AND DISCUSSION AGENDA

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

Chairman Cobey recognized EICS Committee Chair Rebecca Taylor, to manage the EICS Action and Discussion Agenda.

ACTION

EICS 1 – Program Approval Requests Under the Cooperative Innovative High School Program Requirements

Policy Implications: General Statute § 115C-238.50

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
3. Reduce the percentage of students needing remediation in post- secondary education.
4. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education

2. Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Mrs. Sneha Shah Coltrane (Director, Advanced Learning)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires a multi-phase approval process to establish a Cooperative Innovative High School (CIHS). First, the State Board of Education and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review of the applications and subsequent approval. Upon completion of this phase, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

The Joint Advisory Committee, which includes staff from NCDPI, NC Community College System, and UNC General Administration, reviewed each application submitted in September 2016. Thirteen Cooperative Innovative High School applications are being recommended to the State Board of Education for approval. If approved, these applications will go to the State Board of Community Colleges or to the UNC Board of Governors, according to the IHE partner, for the next step of approval.

Names of schools recommended for approval:

- Ashe County Early College High School
- Bladen Early College High School
- Cumberland Polytechnic High School
- Charlotte Middle College at Merancas Campus
- Charlotte Teacher Cadet Early College
- Elizabeth City-Pasquotank Early College
- Harnett County Early College
- Agriculture and Science Early College (Iredell-Statesville Schools)
- McDowell Academy for Innovation
- Montgomery County Early College
- Onslow Early College High School
- CTE High School North (Wake County Schools)
- Washington County Early College High School

Recommendations:

It is recommended that the SBE take action on the CIHS Joint Advisory Committee recommendations as presented.

Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Amy White, the State Board of Education voted unanimously to approve the recommendations for the Cooperative Innovative High School program as presented. (See Attachment EICS 1)

ACTION

EICS 2 – Charter Schools Advisory Board TCS-U-017 Policy Recommendations Changes

Policy Implications: General Statute § 115C-218.100(b); SBE Policy# TCS-U-017

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

<p><i>Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Dr. Olivia Oxendine</u>, the State Board of Education voted unanimously to approve the recommendations for the TCS-U-017 to align policy with statute as presented. (See Attachment EICS 2)</i></p>
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ACTION ON FIRST READ

EICS 3 – Joint Legislative Education Oversight Committee: Annual Charter Schools Report

Policy Implications: § 115C-218.110

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Cande Honeycutt (Education Consultant, Office of Charter Schools)

Description:

Per G.S. 115C-218.110, the State Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- 6) The current and projected impact of charter schools on the delivery of services by the public schools.
- 7) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- 8) Best practices resulting from charter school operations.
- 9) Other information the State Board considers appropriate.

The Charter Schools Advisory Board (CSAB) provided its feedback to the report and the Office of Charter Schools

(OCS) incorporated the feedback into this annual report for SBE consideration. The attached draft report will fulfill this legislative annual reporting requirement.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this Annual Report.

Discussion/Comments:

- Mr. McDevitt added that there are a number of things that we should be looking for this report that are not currently in this particular report.
- He added that, when looking at charter schools, we need to look at innovative practices that are working or not working. These schools can be laboratories and we can take successful practices to scale even in the traditional public schools. Chairman Cobey requested that Ms. Taylor work with the Office of Charter Schools to include these suggestions in the future.

<p><i>Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Ms. Amy White</u>, the State Board of Education voted unanimously to approve the Annual Charter Schools Report to send to the Joint Legislative Education Oversight as presented. (See Attachment EICS 3)</i></p>
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DISCUSSION

EICS 4 – 2017-18 Grade Enrollment and Expansion Requests

Policy Implications: General Statute: 115C-218.5(e-f)

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Enrollment Growth Greater Than 20%

Per NC General Statute 115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.

- 5) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- 6) The charter school is not currently identified as low-performing.
- 7) The charter school meets generally accepted standards of fiscal management.
- 8) The charter school is, at the time of the request for the enrollment increase, substantially in compliance
- 9) with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 9, 2016 meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment growth greater than 20% request of the schools outlined below request and made a recommendation to the SBE

CSAB Not Recommended for Approval

- Heritage Collegiate Leadership Academy (Bertie County)
- Cabarrus Charter Academy (Cabarrus County)
- Excelsior Classical Academy CFA (Durham County)
- Mallard Creek STEM Academy (Mecklenburg County)
- Eno River Academy (Orange County)

CSAB Recommended for Approval

- Pinnacle Classical Academy (Cleveland County)
- The Institute for the Development of Young Leaders (Durham County)

- Falls Lake Academy (Granville County)
- Charlotte Secondary School (Mecklenburg County)
- KIPP Charlotte (Mecklenburg County)
- Covian Community School (Mecklenburg County)
- Charlotte Lab School (Mecklenburg County)
- Queen City STEM School (Mecklenburg County)
- Northeast Academy of Aerospace & Advanced Technologies (Pasquotank County)
- Bethany Community Middle School (Rockingham County)
- Southern Wake Academy (Wake County)
- Triangle Math and Science Academy (Guilford County)
- Wilson Preparatory Academy (Wilson County)
- Discovery Charter (Durham County) – Not Yet Open – seeking to amend proposed enrollment in charter

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 5 – Recommendations for Charters Expiring June 2017

Policy Implications: G.S.115C-218 and SBE Policy TCS-U-007

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short

self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and Board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2017:

- Arapahoe Charter
- Bridges Academy
- Casa Esperanza Montessori
- Charlotte Secondary
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Community Charter School
- Exploris School
- Eno River Carter School (Orange Charter)
- Francine Delany New School for Children
- Grandfather Academy
- Gray Stone Day School
- Guilford Prep Academy
- Kestrel Heights Charter School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Neuse Charter
- PreEminent Charter
- Quality Education Academy
- Rocky Mount Preparatory Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Carter G. Woodson School of Challenge
- The Central Park School for Children
- The Children's Village Academy
- The Learning Center Charter School
- Voyager Academy
- Wilmington Preparatory Academy

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined NCDPI compliance forms, a renewal site visit to each school, and academic/enrollment data from the school comparable to the LEA in which the school resides. OCS presented each school's renewal portfolio to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring back ten groups for interviews in order to gain a better understanding of the school's

situation. On November 16, 2016 and December 9, 2016, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten (10) year charter renewal for:

- Bridges Academy
- Casa Esperanza Montessori
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Exploris School
- Eno River Charter School (Orange Charter)
- Francine Delany New School for Children
- Gray Stone Day School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Central Park School for Children
- The Learning Center Charter School

A ten (10) year renewal pending no 2016 financial audit findings for:

- Arapahoe Charter
- Grandfather Academy
- Voyager Academy

A seven (7) year charter renewal was recommended for:

- Neuse Charter
- Quality Education Academy
- The Children's Village Academy

A five (5) year charter renewal was recommended for:

- Charlotte Secondary
- Guilford Preparatory Academy

A three (3) year charter renewal was recommended for:

- Rocky Mount Preparatory Academy: (Stipulations) 1. The school's 2016 audit has no findings of financial issues. 2. Continued adherence to the educational Improvement Plan as approved by SBE in 2016.
- The Carter G. Woodson School of Challenge
- Wilmington Preparatory Academy
- PreEminent Charter

Recommendations:

It is recommended that the State Board of Education approve the renewal recommendations of the Charter Schools Advisory Board.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 6 – Recommendations to Allow Pine Springs to Begin with its Year 2 Projected ADM
Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board of Education (SBE) policy TCS-U-014 section 1 (a) states that "Enrollment growth beyond 20% or grade expansion not in the approved charter" requires State Board approval.

Pine Springs Preparatory Academy (Wake County) requests that the State Board of Education (SBE) allow them to open with grades K-6 (Year 2) instead of grades K-5 (Year 1), as originally indicated in their application. In February 2016, the State Board of Education granted final approval to Pine Springs Preparatory Academy to open with a delay until August 2017.

In a December 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Pine Springs Preparatory Academy states that it wishes to open with grades K-6 (year 2 student enrollment) instead of K-5 (Year 1 student enrollment) due to the high student enrollment demand and underwriting for their faculty. Pine Springs had open enrollment on November 15th and in less than two month claimed that they had 300 applications submitted.

Pine Springs Preparatory Academy's original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment

First Year: 2016-17 K,01,02,03,04,05, 396
 Second Year: 2017-18 K,01,02,03,04,05,06, 490
 Third Year: 2018-19 K,01,02,03,04,05,06,07, 587

Education Building, Raleigh	Thursday, January 5, 2017	Board Room, 9:00 AM
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Fourth Year: 2019-20 K,01,02,03,04,05,06,07,08 684

Fifth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Pine Springs Preparatory Academy's requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment

First Year: 2017-18 K,01,02,03,04,05,06, 490

Second Year: 2018-19 K,01,02,03,04,05,06,07, 587

Third Year: 2019-20 K,01,02,03,04,05,06,07,08 684

Fourth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Note: Since Pine Springs Preparatory Academy will be delayed in opening by one school year, and since that year will count as a year of what will become the signed charter agreement, the school will only serve students for four years of its initial five-year charter.

Recommendations:

The Office of Charter Schools (OCS) recommends that the SBE approve the Pine Springs Preparatory Academy amendment request for open enrollment year 2.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 7 – One-Year Delay Request for Rolesville Charter Academy

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Description:

Rolesville Charter Academy (RCA) - (Wake County) requests that the State Board of Education (SBE) grant it a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to RCA to open in August 2017.

In a November 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees RCA states that it anticipates delays in its acquisition, approval for, and construction of its proposed facility. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, RCA plans to open as a K-6 school initially and expand one grade per year until the school is a full K-8 school. The school's mission is as follows: "Every student at Rolesville Charter Academy will develop the knowledge, tools, and skills for success. High academic and character standards, clear expectations, and quality instruction will support an enriched learning environment exemplified by academic excellence and the development of responsible, respectful, and life-long learners." Focusing on college and career readiness, the school will emphasize four foundation pillars: academic excellence, character development, parental partnerships, and student responsibility.

The Charter School Advisory Board (CSAB) supports RCA's request with the following stipulations:

- 6) The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
- 7) The RCA Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
- 8) The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
- 9) If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
- 10) If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Rolesville Charter Academy with the above stipulations.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 8 – Commonwealth High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

Description:

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Commonwealth High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Commonwealth High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Commonwealth High School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 9 – Stewart Creek High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith
(Consultant, Office of Charter Schools)

Description:

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Stewart Creek High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Stewart Creek High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Stewart Creek High School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 10 – Central Wake High School Amendment Request to Adjust Its Teacher Licensure Percentage

Policy Implications: SBE Policy# TCS-U-014

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith
(Consultant, Office of Charter Schools)

Description:

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Central Wake High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Central Wake High School to be in compliance with its charter.

Recommendations:

The Office of Charter Schools recommends that the SBE accept this amendment request for Central Wake High School.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

DISCUSSION

EICS 11 – Second Request for One-Year Delay for Cardinal Charter Academy at Knightdale

Policy Implications: G.S. 115C-218.100(b); SBE Policy# TCS-U-017

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

The attached draft version of TCS-U-017 contains amendments to the policy proposed by the Charter Schools Advisory Board (CSAB) upon recommendation from the Office of Charter Schools at its November 2016 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

To help guide the assumption process, the Office of Charter Schools recommended a Process and Timeline (attached) which the CSAB discussed and slightly adjusted on November 15, 2016.

Recommendations:

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

Discussion/Comments:

- Ms. Willoughby made a follow-up statement. She reminded the Board that previous discussion about creating a small group of people, including our legal staff, to bring clarity around policies from which charter schools are exempt from and those that are mandatory. Ms. Willoughby would like to begin that work sometime this year for clarity.

This item is submitted for Discussion during the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment EICS 11)

ACTION AND DISCUSSION AGENDA

**BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

Chairman Cobey recognized BSOP Committee Chair Todd Chasteen for the BSOP committee report.

ACTION ON FIRST READING

BSOP 1 – Bonuses for Advanced Placement (AP) and International Baccalaureate (IB) Allotments

Policy Implications: Appropriations Bill 2016-94 Section 8.8

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Description:

Appropriations Bill 2016-94 Section 8.8 appropriates \$4,300,000 to pay teachers of Advanced Placement (AP) and International Baccalaureate (IB) students bonuses based on the exam results.

The bonus is based on exams taken in the 2015-16 school year, is specified as \$50 per exam at a grade 3 or above on AP or 4 or above on IB, and has a maximum of \$2,000 per teacher per year. To be eligible, the teacher must be teaching advanced courses in the same LEA at least until the bonus is paid in January.

The allotments are calculated at \$50 multiplied by the total number of exams that meet the criteria. LEAs are responsible for determining the eligible teachers. Unused funds shall not be used for any other use and shall revert to the state.

Recommendation:

It is recommended that the State Board of Education approve the allotment.

<i>Upon motion by <u>Mr. Todd Chasteen</u>, and seconded by <u>Dr. Olivia Oxendine</u>, the State Board of Education voted unanimously to approve the allotment for (AP) and (IB) bonuses as presented. (See Attachment BSOP 1)</i>

ACTION ON FIRST READING

BSOP 2 – Local Education Agency Distribution of Merit Pay Bonus Plans Report

Policy Implications: Session Law 2016-94 Section 36.1A

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss, (Director, School Business Division)

Description:

The General Assembly appropriated funds for the 2016-17 fiscal year to local education agencies to provide bonuses to state funded employees who are not paid from the teacher salary schedule.

Pursuant to Session Law 2016-94 Section 36.1A, each local education agency is required to submit details of how the appropriated funds for merit pay were distributed by the district and school. The report on the use of funds is to be provided to the chairs of the Senate Appropriations/Base Budget Committee and the House of Representatives Committee on Appropriations and the Fiscal Research Division on the use by no later than February 1, 2017.

Recommendations:

It is recommended that the State Board of Education approve the report for submission by February 1, 2017.

<i>Upon motion by <u>Mr. Todd Chasteen</u>, and seconded by <u>Ms. Amy White</u>, the State Board of Education voted unanimously to approve the Merit Based Bonus Report as presented. (See Attachment BSOP 2)</i>
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ACTION ON FIRST READING**BSOP 3 – Third-Grade Teacher Reading Bonus Allotments****Policy Implications:** Session Law 2016-94 Section 36.1A**SBE Strategic Plan:**

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss, (Director, School Business Division)

Description:

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third grade reading.

- \$5,000,000 is allotted based on bonuses to licensed third grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.
- \$5,000,000 is allotted to pay bonuses to licensed third grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

Allotments

State Board of Education Allotment policy related to this bonus is posted on the Allotments site at <http://www.ncpublicschools.org/fbs/allotments/general>.

Procedure**A. 3rd Grade teacher Reading Performance State Level**

Top 25% of the 3rd grade teachers in the State were determined based on EVAAS

The \$5,000,000 appropriation was divided in to the total number of teachers

Total number of teachers eligible	1,318
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Estimated number of teachers not eligible	87
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Total award per teacher	\$3,523
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Allotment will include teacher award plus social security. Award is not subject to retirement

To be eligible the teacher must remain employed teaching 3rd grade in the SAME LEA at least until the bonus is paid.

B. 3rd Grade teacher Reading Performance LEA Level

Total appropriation of \$5,000,000 allocated to each LEA based on average daily membership

Top 25% of the teachers in each LEA determined

Teachers who are not eligible are removed from the award allotment. (To be eligible the teacher must remain employed teaching 3rd grade in the SAME LEA at least until the bonus is paid.)

The LEA allotment is shared equally amongst remaining eligible teachers.

Number of teachers in top 25%	1,293
Estimated number of teachers not eligible	111
Average award	\$3,926
Lowest award per teacher (Jones)	\$1,824
Highest award per teacher (Caswell)	\$8,770

Allotment will include teacher award plus social security. Award is not subject to retirement.

To be eligible, the teacher must be teaching third grade in the same LEA at least until the bonus is paid in January. The State level bonus is calculated based on the total number of teachers eligible and the funds are distributed equally to the teachers.

The LEA level funds are first allocated to each LEA based on average daily membership. These funds are then divided by the number of eligible teachers in the LEA. This results in a different bonus amount by LEA. LEAs are responsible for determining if the teachers meet the eligibility requirements. Unused funds shall not be used for any other use and shall revert to the State.

Recommendation:

It is recommended that the State Board of Education approve the allotment.

Mr. Chasteen reminded the Board about the January 2017 contracts report which is available for review on eBoard.

<p><i>Upon motion by <u>Mr. Todd Chasteen</u>, and seconded by <u>Mr. Eric Davis</u>, the State Board of Education voted unanimously to approve the Allotments for Third Grade Teacher Reading Bonuses as presented. (See Attachment BSOP 3)</i></p>
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EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

Chairman Cobey recognized ES&P Committee Chair Olivia Oxendine for the ES&P committee report.

DISCUSSION

ES&P 1 – Policies on the Beginning Teacher Support Program: Mentor Requirements

Policy Implications: §115C-296(e); SBE Policy# TCP-A-004

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

Description:

NCDPI recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of Local Education Agency Human Resource Directors across the state, NCDPI proposes to define and clarify eligibility requirements for mentors as established by State statute (GS §115C-296(e)). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

Recommendation(s):

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

Discussion/Comments:

- Dr. Oxendine noted a thorough discussion of the current law that will create shortages in the number of qualified mentors to support new teachers. She also stated that Ms. Beaulieu has explained to the Board changes in the Legislative Agenda regarding the teacher mentor section.

This item is submitted for Discussion during the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment ES&P 1)

NEW BUSINESS

- **Educator Preparation Program Approval Process Modification**
 ❖ **Ms. Joyce Gardner (Consultant, Educator Effectiveness Division)**

Joyce Gardner shared an overview of the educator preparation program review process for 2017. The old blueprint word document form has been replaced with a web-based platform developed here by DPI's small, but talented IT team. This new program proposal and review system will be available mid-January 2017.

There are currently more than 1100 State Board approved preparation programs offered in North Carolina by our public and private Institutions of Higher Education (IHEs). Each of these programs must be updated or revised and resubmitted for review via the new online platform to ensure alignment with recent legislative requirements. Proposals for new programs will be reviewed next. Proposals are assigned to qualified experts from IHEs, DPI and local district experts in the various content areas. Reviewers will recommend each proposal for final approval by the State Board or return unsatisfactory proposals to the institution with feedback for revision. Mrs. Gardner will bring recommended programs for approval to the Board in March, April, May and June.

This process assures that educator preparation programs in our IHEs meet legislative mandates, state board policies, professional teaching standards and national accreditation standards. Revised Program Proposal Forms will be posted on: <http://www.dpi.state.nc.us/ihe/>

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE MEETING (Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)

Chairman Cobey recognized Mr. Eric Davis for the committee report on Student Learning and Achievement.

DISCUSSION

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

SLA 1 – Reappointment or Replacement of Compliance Commission Members

Policy Implications: SBE Policy #TCS-B-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The State Board of Education (SBE) established the Compliance Commission for Accountability in July 1996. The Commission was charged with making recommendations to the North Carolina Department of Public Instruction and State Board of Education related to accountability issues. On December 31, 2016, nine (9) members' terms will expire; five (50 are eligible for and were approved for reappointment at the December SBE meeting. For the Four (4) that must be replaced, the SBE approved two new members at its December meeting. William Peele and Catherine Gentry. At the January meeting, two additional individuals' resumes will be presented and recommended for approval.

Recommendation(s):

It is recommended that the State Board of Education approve the recommendations for two new members to the Compliance Commission for Accountability.

This item is presented for Action on First Read at the January 2017 State Board of Education meeting. (See Attachment SLA 1)

<p><i>Upon motion by <u>Mr. Eric Davis</u>, and seconded by <u>Mr. Todd Chasteen</u>, the State Board of Education voted unanimously to approve the appointment of Ms. Ashley Lanning and Dr. Christine Fitch as members of the Compliance Commission as presented. (See Attachment SLA 1)</i></p>
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DISCUSSION

SLA 2 – Council on Educational Services for Exceptional Children – Membership Vacancies

Policy Implications: General Statute §115C-121.1

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: one (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

Recommendations:

The State Board of Education is asked to submit recommendations to fill the vacancies.

This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Change to Course for Credit Policy

Policy Implications: General Statute §115C-81; SBE Policy #GCS-M-001

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Goal 2: Every student has a personalized education.

Presenter(s): Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

Description:

State Board of Education policy GCS-M-001, Course for Credit, outlines how course credits may be earned in high school.

This Course for Credit policy revision includes minor technical updates clarifying language around UNC minimum course requirements and graduation requirements.

DPI recommends to the SBE to adopt these technical updates to this policy to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

Recommendations:

The State Board of Education is asked to review and discuss the proposed changes to this policy.

This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 3)

DISCUSSION**SLA 4 – Change to State Graduation Requirements Policy**

Policy Implications: SBE Policy #GCS-N-004

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Presenter(s): Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

Description:

State Board of Education policy GCS-N-004, Graduation Requirements, outlines North Carolina's high school graduation requirements, the Future-Ready Core Course of Study (FRC).

This Graduation Requirements policy revision includes technical updates including name changes of the current NC Math course sequence to align with the Mathematics Standard Course of Study and clarifications to simplify language for stakeholders.

DPI recommends to the SBE to adopt these technical updates to the current graduation requirements to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

Recommendations:

The State Board of Education is asked to review and discuss the proposed changes to the policy.

This item is presented for Discussion at the January 2017 State Board of Education meeting and will return for Action in February 2017. (See Attachment SLA 4)

NEW BUSINESS

- **Every Student Succeeds Act (ESSA) Update**
 - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
 - ❖ **Dr. Tammy Howard (Director of Accountability Services)**
- **English Language Arts and Math Standards Revision Update**
 - ❖ **Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**
- **Textbook Purchase Update**
 - ❖ **Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**

CHAIRMAN'S CLOSING COMMENTS

Chairman Cobey thanked everyone for preparing and participating in this month's meeting. He reminded everyone of the importance of public education in any state, saying that it is not only a privilege but also a responsibility for each of us each month as we come here to attend to the State's business in public education. Chairman Cobey welcomed again our new State Treasurer, Mr. Dale Folwell as a new Board member and to Ms. Amanda Bell as a new Board Advisor, and to Superintendent Johnson as our new State Superintendent. The Chairman also reminded everyone of the beginning of the legislative session next week. He stated that the Board would be kept apprised of the proceedings and any need for their input on the legislative agenda. He thanked Board members and advisors for their time this month.

Chairman Cobey then recognized State Treasurer Folwell for remarks.

State Treasurer Folwell recalled the many times that he has been in this Board room. One common theme is that he has always advocated for the invisible - the invisible people who were subject to a terrible kindergarten cut-off date and many other issues that people do not wake up thinking about. Mr. Folwell shared that he is now working on two of the biggest invisible things that the State has ever faced. He is the 28th Treasurer of North Carolina, and he noted that he thinks North Carolina is facing two urgent issues. These issues are around the State's pension and healthcare plans. He elaborated on these two issues and noted his resolve to work on them and their future impact on other programs in North Carolina. He noted the expense of the family healthcare plan and expressed his opinion that State employees should have a product that is affordable for them.

Chairman Cobey thanked Treasurer Folwell. He stated that those were very sobering comments and we need to know about that sort of thing.

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Reginald Kenan, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following case:

➤ *State Board of Education v. The State of North Carolina*

Chairman Cobey reminded everyone on-line and in the audience that immediately following closed session we will go back into open session and immediately adjourn.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Ms. Patricia Willoughby and seconded by, Mr. Reginald Kenan, Board members voted unanimously to adjourn the January 4 and January 5, 2017, meeting of the State Board of Education.